

C
N473H
1920/21

THE
OF THE
UNIVERSITY OF ILLINOIS

College of New Rochelle

UNDERGRADUATE *and*
GRADUATE COURSES



NEW ROCHELLE
NEW YORK

College of New Rochelle

Formerly the College of St. Angela
NEW ROCHELLE, NEW YORK


Founded by the Ursuline Order, July, 1904, for
the Higher Education of Catholic Women

CATALOGUE, 1920-1921



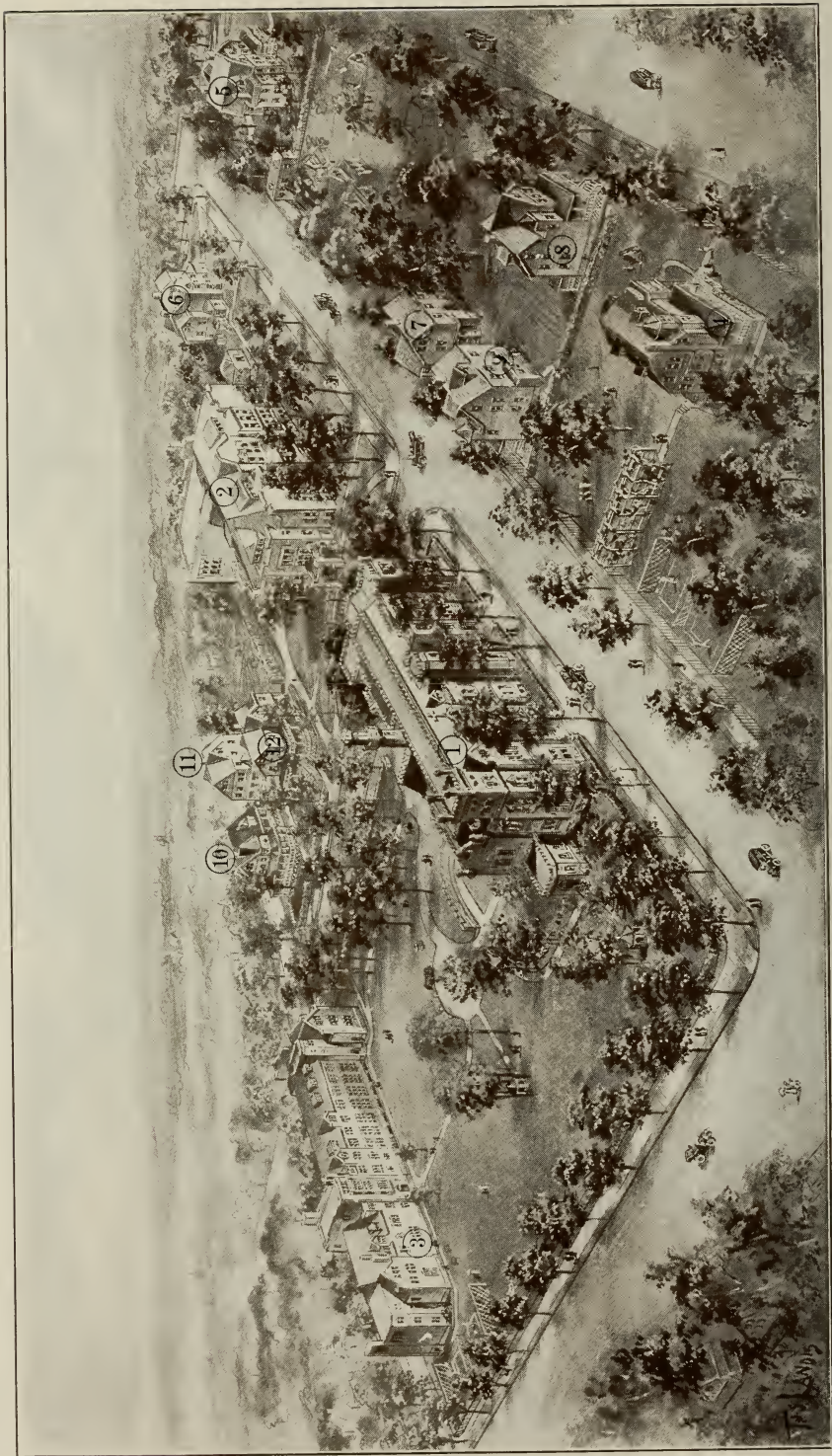
THE LIBRARY OF THE
FEB 20 1928
UNIVERSITY OF ILLINOIS





Digitized by the Internet Archive
in 2013

<http://archive.org/details/catalogue19coll>



College of New Rochelle, Buildings and Grounds

- 1-Administration Building, Chapel, Library. 2-Gymnasium, Lecture Halls, Laboratories. 3-Maura Hall. 4-Stoddard Hall.
- 5-Merici Hall. 6-Music Studio. 7-Clarke Cottage, 8-Leland Cottage.
- 9-Infirmary. 10-11-12-Group of Cottage Dormitories.

**Regular Sessions
of the
College of New Rochelle**

SUMMER SESSION

July 5, 1920, to August 12, 1920.

WINTER SESSION

September 23, 1920, to February 3, 1921

SPRING SESSION

February 4, 1921, to June 10, 1921.

TABLE OF CONTENTS

College Calendar	6
Officers of Administration	7
Board of Trustees	7
Faculty	8-9-10-11
Foundation of the College	12
Change of Name	12
Location	12
Equipment	13
Rooms	14
Fees	14
Available Scholarships	15
Founding of Scholarships	15-16
Admission of Students	17
Requirements for Admission	21
Entrance Conditions	21
Advanced Standing	22
Special Students	22
Statement of Requirements	22-52
Announcement of Courses	52
Requirement for Graduation	53
Examinations, Credit and Advancement	54
Classification of Students	56
Programs of Studies	57
Graduate Instruction	59
Courses of Instruction	
Astronomy	60
Biology	61-62
Business Management	62-64
Chemistry	65-66
Christian Apologetics	66-67
Classical Civilization	67
Economics and Sociology	68-70
Education	71-73
English	74-76

TABLE OF CONTENTS

5

Courses of Instruction, *Continued*:

Oral English	77-78
Fine Arts	78-82
French	82-84
Geology	84
German	85-88
Greek	88-89
History	89-93
Hygiene	94
Italian	94
Latin	94-96
Mathematics	96-99
Music	99-102
Philosophy	102-107
Physical Training	107-108
Physics	108-110
Spanish	110
Statistics	111
Extension Courses	111
Summer Session	112
Summary of Enrollment	113
Honors and Prizes	114-116
Health of Students	116
Societies	116
Riding	117
Discipline	117
Social Life	118

COLLEGE CALENDAR

1920

Fifteenth Summer Session begins . . .	Monday, July	5
Fifteenth Summer Session ends . . .	Thursday, Aug.	12
Entrance examinations begin . . .	Wednesday, Sept.	15
College exercises begin at 5 P. M. . .	Tuesday, Sept.	21
Registration	Wednesday, Sept.	22
Winter Session, 17th year, begins . .	Thursday, Sept.	23
Examinations for conditioned students	Saturday, Oct.	9
Founder's Day	Saturday, Oct.	23
Thanksgiving vacation begins at noon	Wednesday, Nov.	24
Thanksgiving vacation ends at 6 P. M.	Sunday, Nov.	28
Christmas vacation begins at noon	Wednesday, Dec.	22

1921

Christmas vacation ends at noon . . .	Wednesday, Jan.	5
Mid-year examinations begin . . .	Thursday, Jan.	20
Spring Session begins	Thursday, Feb.	3
Washington's Birthday, holiday . . .	Tuesday, Feb.	22
Spring vacation begins	Saturday, March	26
Spring vacation ends at 6 P. M. . . .	Sunday, April	3
Final examinations begin	Tuesday, May	24
Memorial Day, holiday	Monday, May	30
Baccalaureate Sermon	Sunday, June	5
Commencement Day	Monday, June	6
Spring Session ends	Friday, June	10
Sixteenth Summer Session begins . .	Tuesday, July	5
Sixteenth Summer Session ends . . .	Friday, Aug.	12
Entrance examinations begin . . .	Wednesday, Sept.	14
College exercises begin at 5 P. M. . .	Tuesday, Sept.	20
Registration	Wednesday, Sept.	21
Winter Session, 18th year begins . .	Thursday, Sept.	22
Examinations for conditioned students	Saturday, Oct.	8
Founder's Day	Saturday, Oct.	22
Thanksgiving vacation begins at noon	Wednesday, Nov.	23
Thanksgiving vacation ends at 6 P. M.	Sunday, Nov.	27
Christmas vacation begins at noon . .	Thursday, Dec.	22

OFFICERS OF ADMINISTRATION

Right Reverend Monsignor Joseph F. Mooney	<i>President</i>
Reverend Mother Irene, A.B.	<i>Vice-President</i>
Mother M. Ignatius, A.M.	<i>Dean</i>
Mother M. Augustine, A.B.	<i>Associate Dean</i>
Mother M. Alphonsus	<i>Bursar</i>
Mother M. Xavier, A.M.	<i>Registrar</i>
_____	<i>Secretary</i>

BOARD OF TRUSTEES

Adrian Iselin, Jr.	<i>President</i>
Hon. Martin J. Keogh, LL.B.	<i>Vice-President</i>
Edward J. McGuire, LL.B.	<i>Secretary</i>
William E. Iselin.	Thomas W. Hynes, K.S.G.
Hon. Edward E. McCall	Nelson Hume, A.M.
John G. Agar, LL.B.	Percy J. King
Conde B. Pallen, Ph.D.	Nicholas J. Brady
John Greene, L.H.D.	Michael J. Mulqueen
Hon. Luke D. Stapleton	Thomas E. Murray
Hon. W. Bourke Cockran	Myles J. Tierney, M.D.
Hon. Morgan J. O'Brien	Right Rev. Mgr. J. F. Mooney
William H. Buckley	Frank N. Dowling
James J. Walsh, M.D., Ph.D.	Hon. Geo. Gillespie Raymond
John Whalen, LL.D.	Hon. James A. O'Gorman

STANDING COMMITTEES

Executive Committee

Hon. W. Bourke Cockran
Hon. Edward E. McCall
Hon. Morgan J. O'Brien
Hon. James A. O'Gorman
Hon. Luke D. Stapleton

Committee on Finance

Mr. Nicholas F. Brady
Mr. William H. Buckley
Mr. John Whalen

Committee on Teaching Staff and Curriculum

John Greene, L.H.D.
Conde B. Pallen, Ph.D.
James J. Walsh, M.D.

Committee on By-Laws and Legislation

Mr. Thomas W. Hynes
Mr. Percy J. King
Myles J. Tierney, M.D.

Committee on Buildings

Mr. John G. Agar
Mr. William E. Iselin
Mr. George G. Raymond

The Chairman and the Secretary are ex officio members of all Standing Committees.

FACULTY

Reverend P. A. Halpin . . . *Professor Emeritus of Philosophy*
Fordham, Woodstock, Louvain; Ph.D. Fordham.

Very Reverend Monsignor Thomas G. Carroll,
Professor of Philosophy
Propaganda University, Rome, 1906-1910; S.T.D. Propaganda University, 1910.

Reverend Edmund Burke, S. J.; Ph.D. *Professor of Economics*
Condé Benoit Pallen, Ph.D. . . . *Lecturer in English*

James J. Walsh . . . *Professor of Physiological Psychology*
K.C.St.G., M.D., Ph.D., Sc.D., Litt.D., Fellow A.M.A.,
A.A.A.S. Author of *Makers of Modern Medicine*,
Old Time Makers of Medicine, *The History of Medicine*
in New York State, *The Thirteenth the Greatest of*
Centuries, *The Popes and Science*.

John J. Schuler *Professor of History*
A.B., German Wallace, 1891; Johns Hopkins, 1901-
1904; Ph.D., Columbia, 1908.

Maximilian von der Porten *Professor of Romance Languages*
Berlin, Lausanne, Heidelberg, 1887-1902; Ph.D., Heidelberg,
1902; Romance Languages and Philology, University of Paris,
1902-1905; Oriental Languages and Literature, Vienna and Budapest,
1906-1907.

John F. Condon *Professor of Education*
A.B., College of the City of New York, 1882; Pd.M.,
New York University, 1902; Pd.D., 1904.

Philippe de La Rochelle *Professor of French*
Litt.B., St. Hyacinthe; Harvard, 1894-1895; Instructor,
Romance Languages and Literature, University of Pennsylvania,
1905-1912; Columbia, 1913-1915; Membre de la Société Nationale
des professeurs de Française; Member of the Modern Language
Association of America; Member of the Harvard Law School Club.

James I. Conway *Professor of Mathematics*
A.B., Loyola, (Baltimore), 1905; LL.B., Fordham, 1909.

Edward J. Quinn *Professor of Commercial Law and Accounting*
B.C.S., New York University.

FACULTY

9

- August Steitz *Professor of German*
A.B., New York University, 1905; A.M., Yale, 1906;
Columbia, 1906-1910; Research scholar, Germany, 1912-
1913; Ph.D. New York University, 1914.
- William McAuliffe *Professor of Science*
A.B., St. Francis Xavier, 1905; Columbia, 1913-1914.
- Seigmund Grosskopf *Professor of Violin*
Raff Conservatory, Frankfort-on-Main, 1897-1902; Hoch
Conservatory, Frankfort-on-Main, 1902-1904; member of
Hamburg Philharmonic, 1906; Musical Director with
Henry W. Savage, 1910-1912.
- Rafael Marin *Professor of Spanish*
Santander and Torrelaveaga, Spain, 1900-1908; Literary
Institute of Yucatan, Mexico, 1908-1911; Chicago, 1912-
1913; Columbia, 1915-1917; Oklahoma, 1917-1918;
Columbia, 1919—
- N. Stuart Smith *Professor of Piano*
Institute of Musical Art, New York, 1905-1906; Dr.
Goetchius, M. Stojowski; F. N. Reisberg, New York,
1904-1906; Madame Zeisler, Chicago, 1906-1808.
- Edith Mary Leeming *Professor of English*
A.B., New Rochelle, 1913; Columbia, 1915-1916; A.M.,
Columbia, 1916.
- Caroline R. Martin *Professor of Hygiene*
M.D., Woman's Medical College, Baltimore, 1910;
Johns Hopkins, 1911-1912; Bellevue, 1918-1919.
- Mary Edla Tibbitts *Instructor in English*
A.B., Barnard, 1907.
- Mary Mahoney . . . *Instructor in Stenography and Typewriting*
B.S., New Rochelle, 1918.
- Marietta Riley *Associate Professor of Education*
A.B., Adelphi, 1907; A.M., Adelphi, 1908; A.M.,
Columbia, 1917; Pd.M., New York University, 1913;
Ph.L., Fordham, 1919.
- Estelle H. Davis *Instructor in Oral English*
Washington School of Elocution, 1886-1887; F. F. Mac-
kay, New York, 1896-1898.

- Warner M. Hawkins *Professor of Theory of Music*
Columbia, 1906-1907; Ernesto Consolo, Lugano, Italy;
Mrs. Edward MacDowell, Dr. Goetchius, New York;
diploma in piano, Institute of Musical Art, 1912, in
theory, 1914; instructor, Institute of Musical Art, 1916.
- Madame Elise Grosskopf *Instructor in Voice*
Copenhagen Conservatory of Music, Madame Edward
Grieg, 1892-1895; Désirée Artôt de Padilla, Paris, 1895-
1896.
- Margaret Hoburg *Instructor in Harp*
Vianna da Matta, Berlin, 1907-1908; Harold Bauer,
Wager Swayne, Paris, 1909-1910; Annie Louise David,
New York, 1913-1916.
- M. Paz Raines *Instructor in Commercial Spanish*
Lyceum, Guadalajara City, Mexico, 1909-1911; Uni-
versity of Mexico, Mexico City, 1913-1915.
- Alta West Salisbury *Professor of Art*
Corcoran School of Art, Washington, D. C.; Dresden and
Paris, 1904-1906; Ben Foster, Cullen Yates, Leon Dabo,
New York; Member of the National Association of
Women Painters and Sculptors; Member of the Catherine
Lorillard Wolfe Art Club.
- Elizabeth Hunter Briggs *Instructor in Art*
- Francis Pinto *Instructor in Harp*
- Mother M. Agnes *Directress of Music*
A.B., New Rochelle, 1908; piano, Dr. William Mason,
1907-1908; New Rochelle, under A. K. Virgil, 1913-
1917.
- A. K. Virgil *Examiner for Certificates in Piano Course*
- Mother M. Loyola *Professor of Latin*
A.B., New Rochelle, 1908.
- Sister Mary Agnes *Instructor in English*
A.B., New Rochelle, 1918; A.M., New Rochelle, 1919.
- Mother Mary of the Angels *Instructor in French*
A.B., New Rochelle, 1918; A.M., New Rochelle, 1919
- Mother M. Xavier *Professor of Sociology and Economics*
A.B., New Rochelle, 1909; Columbia, 1910-1911, 1913-
1914; A.M., Columbia, 1914.

STANDING COMMITTEES OF THE FACULTY 11

- Sister M. Cephas *Instructor in Mathematics*
A.B., New Rochelle, 1908; A.M., Columbia, 1909.
- Sister M. Bernadette *Instructor in Music*
Piano, New Rochelle, under A. K. Virgil, 1913-1917.
- Sister M. Aquinas *Instructor in History*
A.B., New Rochelle, 1913; New Rochelle, 1918—
- Sister M. Clotilde *Instructor in Music*
Piano, A. K. Virgil, 1910, 1911; Mrs. Carrie L. Dun-
ning; voice, William Shaw, Harry Fellows, Buffalo;
organ, Andrew T. Webster, Buffalo.
- Genevieve McGuinness . . . *Instructor in Physical Training*
Savage School for Physical Education, New York City,
1914-1916; Columbia, 1917—
- Caroline R. Martin, M.D. *College Physician*


Artists who supplement the work of instruction in the Music Department:

- Mme. Alma Webster Powell . . . *Music as a Human Need*
LL.B., New York; M.A., Columbia; Metropolitan Opera
House, New York.
- Pasquale Tallarico *Piano Recital*
- Mme. Agnes Kountz Dederich *Lyric Soprano*
- Estelle Collette *Dramatic Soprano*
- Grosskopf Symphony Orchestra . . . *Chamber Music Recital*
- Grosskopf Symphony Orchestra *Orchestra Recital*
- Edythe Marmion Brosius *Harp Recital*

Standing Committees of the Faculty.

- College Council: Reverend Mother Irene, chairman, the Dean,
Associate Dean, Dr. Schuler, Dr. Condon, Mr. Conway.
- Committee on Instruction: the Dean, Professors Schuler, von
der Porten, Conway, Condon, Leeming.
- Committee on Admissions: the Dean, M. Xavier, the Secretary.
- Committee on Student Organizations: the Dean, Associate Dean,
M. Loyola, Sister Cephas.
- Committee on Honors: the Dean, Professors in charge of the
departments concerned.
- Faculty Members on Student Advisory Board: the Dean, As-
sociate Dean.

FOUNDATION

HE College of Saint Angela was founded at New Rochelle in July, 1904, by the Ursuline Nuns of New Rochelle. The University of the State of New York approved the establishment of the college and granted it power to confer degrees equal to those given by the other colleges of the State. This College was established and is maintained for the sole object of furnishing means and facilities for the higher education of young women. The College interprets the term, "Higher Education of Women," as meaning such stimulation and promotion of the physical, intellectual and moral growth and development, as shall result in complete womanhood. The College ideal of its graduates is that of a woman of culture, of efficiency and of power—a woman capable of upholding the noblest ideals of the home and of the church, and possessed of the training that shall make her an efficient worker in society and in the professional world.

CHANGE OF NAME

Upon request of the Board of Trustees, the Regents of the University of the State of New York enacted a statute in March, 1910, changing the name of the College of Saint Angela to College of New Rochelle.

LOCATION

New Rochelle, situated on Long Island Sound, about eighteen miles from New York City, and one of its most attractive suburbs, is famous for its beautiful scenery and historic associations. The climate is tempered by the breezes of the Sound in summer. The abundance of trees, the conformation of the ground, broken by hills and valleys, give protection against the winds of winter.

New Rochelle has excellent facilities of transit, by train and by trolley. It can be reached by train from New York in about thirty-five minutes. This convenient nearness to

New York City secures to the students of the College of New Rochelle the social and educational advantages of the great metropolis.

EQUIPMENT

The College consists of a large campus, upon which are located College Hall, a gymnasium and laboratory building, Hall of Residence, Cottage Infirmary, and ten cottages used for various purposes.

College Hall is the historic building known as Leland Castle. It contains a chapel, a large assembly hall, reception parlors, reading rooms, and reference and College libraries.

The gymnasium and laboratory building, erected in 1907, is of stone. It represents the most approved modern type of college building. It contains recitation rooms, gymnasium, chemical and physical laboratories. The recitation rooms are large, airy and well lighted. The gymnasium is equipped with all necessary apparatus for the Swedish and Delsarte systems. On the campus is a well-graded athletic field.

The laboratories are equipped with up-to-date fittings for experimental work in physics, chemistry and biology.

The Hall of Residence is a large granite building of Scholastic Gothic Architecture. It contains a spacious dining room, a common room for social gatherings of the students, and sleeping rooms.

Additional educational advantages are afforded by the proximity to New York City. The collections of the Metropolitan Museum of Art, the American Museum of Natural History, the New York Botanical Garden, the New York Zoological Garden, the New York Aquarium afford abundant material for study and research.

The great educational system of New York City, and the varying types of schools in that and in the neighboring cities of New Rochelle, Mount Vernon, and Yonkers, offer to the prospective teacher an inexhaustible field for observation and study.

ROOMS

Early application for rooms is desirable, as they are assigned to students in the order of application. Ten dollars should be sent with the application to secure the assignment of a room. This deposit will be held until the final closing of accounts for the year, as security for damage to rooms, to furniture, or for any other indebtedness.

Deposits of students matriculating for the first time will be refunded in case of withdrawal, if notice is sent to the Secretary before August first of the entrance year.

No room can be engaged for less than a year, and no deduction or refund will be made in case of withdrawal during the year.

No deduction is made for absences during the year, except in cases of prolonged illness when a deduction of half the board for the period will be allowed, but no deduction is made for tuition or for room rent.

FEES FOR SCHOLASTIC YEAR.

Matriculation (freshmen)	\$ 5
Deposit for room	10
Tuition	150
Board	300
Rooms (double)	\$80-120
Rooms (single, Maura & Brescia Halls)	200
Rooms (single, other halls)	\$120-180
Use of Gymnasium (freshmen & sophomores)	7
Ordinary Medical care	10
Final examination for the degree (seniors)	25
Vocal and Instrumental instruction	*150
Theoretical, (Appreciation & Harmony)	**25
Use of Piano	20
Use of Room (for Vocal, Violin, etc.)	12
Art	100
Laboratory work	10
Luncheon	80
Riding (20 ring lessons and 15 road lessons, accompanied by chaperone)	75

Room rent includes all expense of furnishing, heating, lighting. Rugs, towels and bed covers must be supplied by the students.

*With a Professor, \$180.

**Two courses together \$40.

The charge of \$10 for the maintenance of the physician entitles the students to the attention of the physician, together with minor infirmary accommodations in cases of slight illness. For prolonged illness there will be extra charges.

ESTIMATED NECESSARY EXPENSES

Board and room rent	\$350.00
Matriculation fee (for freshmen)	5.00
Text-books, yearly	\$10 to 15.00
Annual Tuition	150.00
Gymnasium fee (freshmen and sophomores)	7.00
Gymnasium costume (freshmen)	12.00
Maintenance of Physician	10.00
Final examination for the degree (seniors)	25.00
Incidentals	\$10 to 15.00

AVAILABLE SCHOLARSHIPS

Forty-one scholarships have been founded. Ten of these are available each year. All but one are tuition scholarships of the value of \$600, \$150 per year.

They entitle the holders to free tuition for the four years' course. Five of them are known as the Ursuline scholarships, and five as the Saint Angela scholarships.

The Ursuline scholarships are filled by those nominated by the Superiors of Ursuline houses throughout the world. The Saint Angela scholarships are assigned to applicants who are graduates of any high school, whether public, priyate, parochial or denominational.

FOUNDING OF SCHOLARSHIPS

Yearly scholarships may be founded by the annual payment of the following amounts:

Tuition scholarships	\$150.00
Board scholarships (including all expenses except tuition and books)	350.00
Full scholarships (tuition and board)	500.00

Perpetual scholarships may be founded by paying to the College the following sums:

Perpetual tuition scholarships	\$3,750.00
Perpetual board scholarships	7,000.00
Perpetual full scholarships	10,750.00

The money must be given without restriction to the College.

The founder of a scholarship is entitled to fill it during his or her lifetime. At the death of the donor, the right to fill it reverts to the Faculty of the College. The names of these scholarships may be given by the founders.

SCHOLARSHIPS

The Michael C. O'Farrell Scholarship, founded by Rev. Michael C. O'Farrell, Rector of the Church of the Holy Innocents, New York City.

The Iselin Scholarship, founded by Mr. Adrian Iselin, Jr.

The William H. Buckley Scholarship, founded by Mr. William H. Buckley, of Albany, N. Y.

The Morgan J. O'Brien Scholarship, founded by the Hon. Morgan J. O'Brien, of New York.

The James Byrne Scholarship, founded by Mr. James Byrne, of New York.

The Luke D. Stapleton Scholarship, founded by the Hon. Luke D. Stapleton, of Brooklyn, N. Y.

The Robert J. Collier Scholarship, founded by Mr. Robert J. Collier, of New York.

The Andrew J. Shipman Scholarship, founded by Mr. Andrew J. Shipman, of New York.

The William Iselin Scholarship, founded by Mr. William Iselin, of New York.

The John W. Devoy Scholarship, founded by Mrs. Catherine Devoy, in memory of her husband, John W. Devoy, who was a Trustee of the College of New Rochelle.

The Harriet MacGregor Scholarship, founded by Miss Harriet MacGregor.

This is a full scholarship and entitles the holder to tuition and board for the four years' course. It is awarded on the basis of competitive examinations conducted by the College of New Rochelle. These examinations are open to graduates of Catholic high schools and academies who have completed the requirements for admission.

Competitive examinations for the MacGregor Scholarship will be held in June, 1920.

The Dramatic Society Scholarship, founded by the Dramatic Society of the College, open to students of Catholic High Schools.

It is hoped that more scholarships will be founded. Already many applicants have appeared to whom the gift of a scholarship would mean a college education. Further information concerning the founding of scholarships may be obtained upon application to the Dean, College of New Rochelle, New Rochelle, New York.

ADMISSION

Application for Admission

Candidates for admission to the freshman class must be at least sixteen years of age, and must present satisfactory credentials testifying to the completion of subjects aggregating 15 units. A unit represents a study of a subject for a time equivalent to five periods a week for one year.

Methods of Admission

Admission requirements may be satisfied by Examination or by Certificate.

Admission by Examination

Entrance examinations will be held at the College, September 13-17, 1920, and September 12-16, 1921. A candidate may present herself for examination in each of the 15 units offered for admission, or, she may satisfy the requirements for entrance by passing comprehensive examinations in four subjects. It is possible to combine the two types of examinations if this is desired.

The schedule below is arranged to accommodate candidates desiring to take comprehensive examinations. Applicants preferring to take ordinary examinations in one or more of the subjects offered for admission shall notify the Committee on Admissions, designating the subjects or parts of subjects in which examinations are desired. For such candidates, entrance examinations begin on Monday, September 13, 1920, and Monday, September 12, 1921.

Schedule of Examinations, September, 1920

	Wednesday Sept. 15	Thursday Sept. 16	Friday Sept. 17
9 A.M.-12 M.	English	Mathematics	History
2 P.M.-5 P.M.	Physics or Chemistry	French or German or Spanish	Latin or Greek

The above arrangement of schedule applies also to the admission examinations for 1921, which begin on Wednesday, September 14.

The subjects of the four comprehensive examinations are as follows:

- English,
- Mathematics,
- A foreign language (Candidates for the A.B. degree must offer Latin or Greek),
- A fourth subject, selected by the candidate and approved by the Committee on Admissions.

Examinations at Other Centers

To accommodate students who wish to take entrance examinations at other places, the College will accept certificates issued by the College Entrance Examination Board,

for subjects passed according to its regulations, as well as examination reports of the Department of Education of the State of New York, in so far as these reports cover subjects or parts of subjects accepted for admission.

The June examinations are conducted by the College Entrance Examination Board, of which the College of New Rochelle is a member, at widely distributed points.

A list of the places at which examinations are to be held in June will be published about March 1.

The College Entrance Examination Board conduct two types of examinations: ordinary examinations that cover separate parts of a subject, constituting the Old Plan, and comprehensive examinations, covering all the points offered for admission in a given subject, known as the New Plan examinations.

The New Plan of Admission takes into account: (a) the ability of the candidate as attested by the school report; (b) The ability of the candidate as indicated by examinations.

The school report covers the record of subjects and grades for four years, including a statement from the principal giving an estimate of the ability and character of the candidate.

The second estimate is based on four comprehensive examinations, including: English or History, selected by the candidate; a foreign language, selected by the candidate; Mathematics, or Physics, or Chemistry, selected by the applicant; a fourth subject offered by the applicant and approved by the Committee on Admissions.

The comprehensive examination must cover all the points offered for admission by the candidate in each subject chosen.

Applicants for admission by these examinations must first obtain the written permission of the College. This permission is granted on the recommendation of the Committee on Admissions after inspecting the candidate's school record.

Comprehensive examinations will be given by the College Entrance Examination Board in June.

Applications for the June examinations must be filed with the Secretary of the College Entrance Examination Board, 431 West 117th Street, New York City. For this purpose blank forms of application may be obtained from the Secretary of the Board.

All applications from candidates desiring to be examined at points east of the Mississippi River must be filed on or before May 26.

All applications from candidates desiring to be examined at points west of the Mississippi River must be filed on or before May 19.

Every application for examinations in June must be accompanied by a fee of \$6 in the form of a postal order, express order, or draft, on New York, to the order of the College Entrance Examination Board, for all candidates examined at points in the United States and Canada, and \$20 for all candidates examined at points outside of the United States and Canada.

For late application, if accepted by the College Entrance Examination Board, a second fee of \$6 must be paid.

Applications for examination in September must be filed with the Registrar of the College of New Rochelle at least two weeks in advance of the date set for the examination. See College calendar. Every application for examination in September must be accompanied by a fee of \$5 in the form of a postal order, express order, or draft, on New York, to the order of the College of New Rochelle.

Admission by Certificate

Applicants are received without examination upon the certificates of the principals of schools accredited by the Board of Admissions, provided the certificates fully and satisfactorily cover the requirements for entrance.

Each certificate must be accompanied by an official transcript of the candidate's record of subjects and grades

for the four years of high school, together with a statement from the principal of the school, testifying to the character, application, and ability of the candidate to pursue with profit the work of a college course.

Blanks for high school records may be obtained from the Secretary.

SUBJECTS REQUIRED FOR ADMISSION

Candidates for the A.B. degree must offer:

	Units
English	3
Mathematics	2½ or 3
Latin or Greek	4 or 3
Modern foreign language	3
Electives from Groups I, II to complete a total of	15

With the exception of Latin, which is required for the A.B. degree only, candidates for the Ph.B., Mus.B., and B.S. (Secretarial) degrees, have the same admission requirements as candidates for the A.B. degree.

Electives from Group III may be offered for admission by candidates for the B.S. (Secretarial) degree.

ELECTIVES

- Group I.** Latin or Greek, French, German, Spanish, Italian, History, Music, Economics.
- Group II.** Physics, or Chemistry, Biology, Zoology, Botany, Geology, Physiography, Mathematics.
- Group III.** Elementary Shorthand, Elementary Typewriting, Elementary Bookkeeping, Commercial Geography, Commercial Law.

ENTRANCE CONDITIONS

Candidates for admission who have not secured the prescribed 15 units may be admitted to the Freshman class with conditions, if, in the judgment of the Committee on

Admissions, the student is qualified to undertake the work of the class.

All entrance conditions must be removed before entering the Sophomore class.

The mark A, B, or C in a course of higher grade than the entrance requirements, will be regarded as removing the entrance condition in that subject, provided the work of the college course involved the part of the work in which the condition was incurred.

ADVANCED STANDING

ADMISSION TO ADVANCED STANDING

Students from other colleges desiring to enter an advanced class must present: an official statement of their entrance and college records, a marked catalogue of the college from which they come, indicating the courses taken, and in each case an honorable dismissal from the college which the student is leaving.

Students are admitted with such advanced credits as their records may warrant.

Candidates for advanced standing who do not present records from other colleges must fulfill the requirements for admission to the Freshman class. Advanced standing is granted after the candidate has satisfied, by examination, the requirements of the College in the subject or subjects in which advanced standing is desired.

SPECIAL STUDENTS

Special students must satisfy the requirements for admission to the Freshman class. Certificates of the work completed at the College will be granted on application.

STATEMENT OF REQUIREMENTS

GENERAL BIOLOGY

(Counting one unit)

The examination in General Biology will be based on a preparation extending through five recitation periods a week for a year.

The preparation required corresponds to the principal material embodied in Sedgwick and Wilson's "General Biology." The student must be familiar with the structure and activities of cells, both in the free-living state and when grouped as in the higher organisms. A typical green plant and a typical animal must be studied with reference to both morphology and physiology. The reciprocal relations of plants and animals in nature must be treated.

The College Entrance Examination Board does not examine in this subject. The candidate must therefore either present a certificate or take the examination offered at the College in September.

BOTANY

(Counting one unit)

Preparation for the examination in the minor requirement in Botany should extend through the equivalent of five recitation periods a week for a half year, for the major requirement through the equivalent of five recitation periods a week for a year. For both requirements recitation and laboratory work should be included. A laboratory period counts half as much as a recitation period of the same length.

Minor Requirement. The candidate must have completed a course equivalent in extent to the major requirement (described below), though less detailed information will be expected in the minor examination than in the major examination.

The requirement is included in the examination in Biology offered by the College Entrance Examination Board.

Major Requirement. The candidate must have completed a course similar to that demanded by the College Entrance Examination Board. The laboratory work should include a study of the seed, seedlings, roots, stems, buds, leaves, flowers, and fruit of flowering plants; the study of representative species of algae, fungi, bryophytes, pteridophytes, and spermatophytes; and also at least ten experiments—which the student has performed or assisted in per-

forming—in plant physiology. Full details are to be found in Document No. 82 of the College Entrance Examination Board.

BOOKKEEPING

Elementary Requirement. This requirement may be met by certificate only.

Minor Requirement. The examination in the minor requirement is based on a preparation extending through five recitation periods a week for a year.

The candidate must understand thoroughly the principles of double-entry bookkeeping and the functions of the journal, cash book, sales book, and invoice book. The training should include a knowledge of all business papers, checks, notes, drafts, bills, and invoices met with in actual business. The candidate should know how to detect errors in a trial balance, a reconciliation statement, and a bank account; and be able to prepare correct form statements of profit and loss, and of resources and liabilities.

CHEMISTRY

The study of a standard text-book, a thorough knowledge of the most important laws and facts of elementary chemistry. A laboratory note book, containing the account of at least forty exercises done by the student, must be presented.

DRAWING

(Counting one unit)

The candidate's preparation in drawing should be directed toward training her in accurate observation and in definite and truthful representation of form, without attempt to represent color or color values.

The candidate should be able to draw correctly and with lines of good quality simple forms in correct perspective in the size in which they are felt in the plane of the drawing, or larger or smaller. It is recommended that pupils should be taught to draw from the object itself rather than from the flat.

The elementary principles of perspective are to be thoroughly learned, and the candidate should be able to apply them in freehand drawing from the object or from the imagination.

No definite prescription as to method of teaching is made. The examination will test the preparation of the candidate in the following points:

1. Ability to sketch from the object with reasonable correctness as to proportion, structure, and form. It is recommended that the subjects drawn include simple geometrical objects and simple natural objects such as living plant forms.

2. Ability to sketch freehand from dictation with reasonable accuracy any simple geometrical figure or combination of figures.

3. Ability to represent accurately in perspective a simple geometrical solid of which projection drawings are given, and ability to make consistent projection drawings of a simple geometrical solid of which a perspective representation is given.

4. Ability to answer questions in regard to the principles involved in making these drawings.

Each candidate must present a teacher's certificate for the drawings executed. *The candidate must be prepared to submit a set of twenty drawings, displaying proficiency in the points mentioned above, in case the rest of her record in the subject is not fully satisfactory.*

Correctness of proportion and accuracy in the angles and curves and structural relations of the parts of every figure or object drawn are of the highest importance, and in laying out the drawings great care should be taken in the use of construction lines, and in the drawing of general masses and contour before the details are begun.

A certain proportion of shade drawings from casts may be included, but they are not required and should not form the majority of the drawings. If drawings are submitted, they should be of uniform size, and fastened together, not rolled.

ECONOMICS

Preparation for the examination in Economics should extend through five recitation periods a week for a half-year. The candidate should acquire a knowledge of the fundamental principles of economics as presented in a good elementary treatise on the subject, such as the discussions of the elements or principles of economics by Ely, Burke, Walker, Bullock, or Thurston.

The College Entrance Examination Board does not examine in this subject. The candidate must therefore either present a certificate or take the examination offered at the College in September.

ENGLISH

(Counting three units)

Requirement for 1920-1921

The entrance examinations in English are given upon the plan recommended by the National Conference on Uniform Entrance Requirements in English, and adopted by the College Entrance Examination Board. Under this plan candidates are examined separately in (1) Grammar and Composition, and (2) Literature, each examination counting as $1\frac{1}{2}$ units.

Objects of Study.—The study of English in school has two main objects: (1) command of correct and clear English, spoken and written; (2) ability to read with accuracy, intelligence, and appreciation.

1. Grammar and Composition.—The first object requires instruction in grammar and composition. English grammar should ordinarily be reviewed in the secondary school; and correct spelling and grammatical accuracy should be rigorously exacted in connection with all written work during the four years. The principles of English composition governing punctuation, the use of words, sentences, and paragraphs should be thoroughly mastered; and practice in composition, oral as well as written, should extend throughout the secondary school period. Written exercises may well comprise letter-writing, narration, de-

scription, and easy exposition and argument. It is advisable that subjects for this work be taken from the student's personal experience, general knowledge, and studies other than English, as well as from her reading in literature. Finally, special instruction in language and composition should be accompanied by the concerted effort of teachers in all branches to cultivate in the student the habit of using good English in her recitations and various exercises, whether oral or written.

2. Literature. The second object is sought by means of two lists of books, headed respectively "Reading" and "Study," from which may be framed a progressive course in literature covering four years. In connection with both lists, the student should be trained in reading aloud and be encouraged to commit to memory some of the more notable passages both in verse and in prose. As an aid to literary appreciation, she is further advised to acquaint herself with the most important facts in the lives of the authors whose works she reads and with their place in literary history.

a. Reading. The aim of this course is to foster in the student the habit of intelligent reading and to develop a taste for good literature, by giving her a first-hand knowledge of some of its best specimens. She should read the books carefully, but her attention should not be so fixed upon details that she fails to appreciate the main purpose and charm of what she reads.

With a view to large freedom of choice, the books provided for reading are arranged in the following groups, from each of which at least two selections are to be made, except as otherwise provided under Group I:

Group I. (Classics in Translation.) The "Old Testament," comprising at least the chief narrative episodes in "Genesis," "Exodus," "Joshua," "Judges," "Samuel," "Kings," and "Daniel," together with the books of "Ruth" and "Esther"; the "Odyssey," with the omission, if desired, of Books I, II, III, IV, V, XV, XVI, XVII; the "Iliad," with the omission, if desired, of Books XI, XIII; "Æneid"

should be read in English translations of recognized literary excellence.

(For any selection from this group a selection from any other group may be substituted.)

Group II. (Shakespeare). "Midsummer Night's Dream," "Merchant of Venice," "As You Like It," "Twelfth Night," "The Tempest," "Romeo and Juliet," "King John," "Richard II," "Richard III," "Henry V," "Coriolanus," "Julius Caesar," "Macbeth," "Hamlet." (No one of the last three may be taken if chosen for study under b.)

Group III. (Prose Fiction). Malory, "Morte d'Arthur" (about 100 pages); Bunyan, "Pilgrim's Progress," Part I; Swift, "Gulliver's Travels" (voyages to Lilliput and to Brobdingnag); Defoe, "Robinson Crusoe," Part I; Goldsmith, "Vicar of Wakefield"; Frances Burney, "Evelina"; Scott's Novels, any one; Jane Austen's Novels, any one; Marie Edgeworth, "Castle Rackrent," or "The Absentee"; Dickens's Novels, any one; Thackeray's Novels, any one; George Eliot's Novels, any one; Mrs. Gaskell, "Cranford"; Kingsley, "Westward Ho!" or "Hereward, the Wake"; Blackmore, "Lorna Doone"; Hughes, "Tom Brown's School Days"; Stevenson, "Treasure Island," or "Kidnapped," or "Master of Ballantrae"; Cooper's Novels, any one; Poe, "Selected Tales"; Hawthorne, "The House of the Seven Gables," or "Twice Told Tales," or "Mosses From an Old Manse"; a collection of short stories by various standard writers.

Group IV. (Essays, Biography, etc.) Addison and Steele, "The Sir Roger de Coverley Papers," or selections from the "Tatler" and "Spectator" (about 200 pages); Boswell, selections from the "Life of Johnson" (about 200 pages); Franklin, "Autobiography"; Irving, selections from the "Sketch Book" (about 200 pages), or "Life of Goldsmith"; Southey, "Life of Nelson"; Lamb, selections from the "Essays of Elia" (about 100 pages); Lockhart, selections from the "Life of Scott," (about 200 pages); Thackeray, lectures on "Swift," "Addison," and "Steele," in the "English Humorists"; Macaulay, any one of the follow-

ing essays: "Lord Clive," "Warren Hastings," "Milton," "Addison," "Goldsmith," "Frederick the Great," "Madame d'Arblay"; Trevelyan, selections from the "Life of Macaulay" (about 200 pages); Ruskin, "Sesame and Lilies," or "Selections" (about 150 pages); Dana, "Two Years Before the Mast"; Lincoln, selections, including at least two "Inaugurals," the "Speeches in Independence Hall" and at "Gettysburg," the "Last Public Address," the "Letter to Horace Greeley," together with a brief memoir or estimate of Lincoln; Parkman, "The Oregon Trail"; Thoreau, "Walden"; Lowell, "Selected Essays" (about 150 pages); Holmes, "The Autocrat of the Breakfast Table"; Stevenson, "An Inland Voyage" and "Travels with a Donkey"; Huxley, "Autobiography" and selections from "Lay Sermons," including the addresses on "Improving Natural Knowledge," "A Liberal Education," and "A Piece of Chalk"; a collection of "Essays" by Bacon, Lamb, De Quincey, Hazlitt, Emerson, and later writers; a collection of "Letters" by various standard writers.

Group V. (Poetry). Palgrave's "Golden Treasury" (First Series), Books II and III, with special attention to Dryden, Collins, Gray, Cowper, and Burns; Palgrave's "Golden Treasury" (First Series), Book IV, with special attention to Wordsworth, Keats, and Shelley (if not chosen for study under b); Goldsmith, "The Traveller" and "The Deserted Village"; Pope, "The Rape of the Lock"; a collection of English and Scottish "Ballads," as, for example, some "Robin Hood" Ballads, "The Battle of Outterburn," "King Estmere," "Young Beichan," "Bewick and Grahame," "Sir Patrick Spens," and a selection from later ballads; Coleridge, "The Ancient Mariner," "Christabel," and "Kubla Khan"; Byron, "Childe Harold," Canto III or IV, and "The Prisoner of Chillon"; Scott, "The Lady of the Lake," or "Marmion"; Macaulay, "The Lays of Ancient Rome," "The Battle of Naseby," "The Armada," "Ivry"; Tennyson, "The Princess," or "Gareth and Lynette," "Lancelot and Elaine," and "The Passing of Arthur"; Browning, "Cavalier Tunes," "The Lost Leader," "How They Brought the Good News

From Ghent to Aix," "Home Thoughts From Abroad," "Home Thoughts From the Sea," "Incident of the French Camp," "Herve Riel," "Pheidippides," "My Last Duchess," "Up at a Villa—Down in the City," "The Italian in England," "The Patriot, 'De Gustibus—,'" "The Pied Piper," "Instans Tyrannus"; Arnold, "Sohrab and Rustum," and "The Forsaken Merman"; selections from "American Poetry," with special attention to Poe, Lowell, Longfellow, and Whittier.

b. Study. This part of the requirement is intended as a natural and logical continuation of the student's earlier reading, with greater stress laid upon form and style, the exact meaning of words and phrases, and the understanding of allusions. The books provided for study are arranged in four groups, from each of which one selection is to be made.

Group I (Drama). Shakespeare, "Julius Caesar," or "Macbeth," or "Hamlet."

Group II (Poetry). Milton, "L'Allegro," "Il Penseroso," and either "Comus" or "Lycidas"; Tennyson, "The Coming of Arthur," "The Holy Grail," and "The Passing of Arthur"; the selections from Wordsworth, Keats, and Shelley in Book IV of Palgrave's "Golden Treasury" (First Series).

Group III (Oratory). Burke, "Speech on Conciliation with America"; Macaulay's "Two Speeches on Copyright" and Lincoln's "Speech at Cooper Union"; Washington's "Farewell Address" and Webster's "First Bunker Hill Oration."

Group IV (Essays). Carlyle, "Essay on Burns," with a selection from Burns's "Poems"; Macaulay, "Life of Johnson," "Essay on Manners."

EXAMINATIONS

However accurate in subject matter, no paper will be considered satisfactory if seriously defective in punctuation, spelling, or other essentials of good usage.

1. Grammar and Composition. In grammar and composition, the candidate may be asked specific questions upon the practical essentials of these studies, such as the relation of the various parts of a sentence to one another, the construction of individual words in a sentence of reasonable difficulty, and those good usages of modern English, which one should know in distinction from current errors. The main test in composition will consist of one or more essays, developing a theme through several paragraphs; the subjects will be drawn from the books read, from the candidate's other studies, and from her personal knowledge and experience quite apart from reading. For this purpose the examiner will provide several subjects, perhaps eight or ten, from which the candidate may make her own selection. She will not be expected to write more than four hundred words per hour.

2. Literature. The examination in literature will include:

a. General questions designed to test such a knowledge and appreciation of literature as may be gained by fulfilling the requirements defined under **a. Reading**, above. The candidate will be required to submit a list of the books read in preparation for the examination, certified by the principal of the school in which she was prepared; but this list will not be made the basis of detailed questions.

b. A test on the books prescribed for study, which will consist of questions upon their content, form, and structure, and upon the meaning of such words, phrases, and allusions as may be necessary to an understanding of the works and an appreciation of their salient qualities of style. General questions may also be asked concerning the lives of the authors, their other works, and the periods of literary history to which they belong.

Requirements in English for 1923, 1924, 1925

Entrance examinations in English are given upon the plan recommended by the National Conference on Uniform Entrance Requirements in English.

The candidate may choose between two plans for preparation and examination, the Restrictive and the Comprehensive.

REQUIREMENTS UNDER THE RESTRICTIVE PLAN

I. *Habits of correct, clear, and truthful expression.* This part of the requirement calls for a carefully graded course in oral and written composition, and for instruction in the practical essentials of grammar, a study which ordinarily should be reviewed in the secondary school. In all written work constant attention should be paid to spelling, punctuation, and good usage in general as distinguished from current errors. In all oral work there should be constant insistence upon the elimination of such elementary errors as personal speech-defects, foreign accent, and obscure enunciation.

II. *Ability to read with intelligence and appreciation works of moderate difficulty; familiarity with a few masterpieces.* This part of the requirement calls for a carefully graded course in literature. Two lists of books are provided from which a specified number of units must be chosen for reading and study. The first, designated as the A List, contains selections appropriate for the earlier years in the secondary school. These should be carefully read, in some cases studied, with a measure of thoroughness appropriate for immature minds. The second, designated as the B List, contains selections for the closer study warranted in the later years. The progressive course formed from the two lists should be supplemented, at least by home reading on the part of the pupil and by class-room reading on the part of pupils and instructor. It should be kept constantly in mind that the main purpose is to cultivate a fondness for good literature and to encourage the habit of reading with discrimination.

THE A LIST

From each group two selections are to be made, except that for any book in Group V a book from any other may be substituted.

Group I.

Dickens: *A Tale of Two Cities*,
George Eliot: *Silas Marner*,
Scott: *Quentin Durward*,
Stevenson: *Treasure Island* or *Kidnapped*,
Hawthorne: *The House of the Seven Gables*.

Group II.

Shakespeare: *Merchant of Venice*,
Julius Caesar,
King Henry V,
As You Like It.

Group III.

Scott: *The Lady of the Lake*,
Coleridge: *The Ancient Mariner*; and Arnold: *Sohrab and Rustum*,
A collection of representative verse, narrative and lyric,
Tennyson: *Idylls of the King* (any four),
The Æneid or *The Odyssey* in a translation of recognized excellence, with the omission, if desired, of Books I—V, XV, and XVI of *The Odyssey*.

Group IV.

The *Old Testament* (the chief narrative episodes in Genesis, Exodus, Joshua, Judges, Samuel, Kings, and Daniel, together with the books of Ruth and Esther),
Irving: *The Sketch Book* (about 175 pages),
Addison and Steele: *The Sir Roger de Coverley Papers*,
Macaulay: *Lord Clive*,
Parkman: *The Oregon Trail*,
Franklin: *Autobiography*,
Southey: *Life of Nelson*,
Lamb: *Essays of Elia*,
Lockhart: *Life of Scott* (selections),
Thackeray: *English Humorists* (lectures on Swift, Addison, and Steele),

Macaulay: *Warren Hastings, Milton, Addison, Goldsmith, Frederick the Great, Madame d'Arblay, History of England* (Chap. III),

Trevelyan: *Life of Macaulay* (selections),

Ruskin's Essays (selections),

Lincoln: *Speech at Cooper Union, the two Inaugurals, the speeches in Independence Hall and at Gettysburg, the Last Public Address, the Letter to Horace Greeley, together with a brief memoir or estimate of Lincoln,*

Emerson: *Compensation, Manners, Self-Reliance,*

Thoreau: *Walden,*

Lowell: *New England Two Hundred Years Ago, Democracy,*

Burroughs's Essays (selected),

Warner: *In the Wilderness,*

Curtis: *Prue and I, Public Duty of Educated Men,*

Stevenson: *Inland Voyage, Travels with a Donkey,*

Huxley: *Autobiography* and selections from *Lay Sermons*, including the addresses *On Improving Natural Knowledge, A Liberal Education, and A Piece of Chalk,*

Hudson: *Idle Days in Patagonia,*

Clemens: *Life on the Mississippi,*

Riis: *The Making of an American,*

Bryce: *The Hindrances to Good Citizenship,*

A collection of essays by Bacon, Lamb, DeQuincey, Hazlitt, Emerson, and later writers,

A collection of letters by various standard writers.

Palgrave: *Golden Treasury* First Series (selection),

Pope: *The Rape of the Lock,*

Goldsmith: *The Traveler* and *The Deserted Village,*

A collection of English and Scottish ballads, for example, some *Robin Hood* ballads, *The Battle of Otterburn, King Estmere, Young Beichan, Bewick and Grahame, Sir Patrick Spens,* and a selection from later ballads,

Group V.

A modern novel,

A collection of short stories (about 150 pages),

- A collection of contemporary verse (about 150 pages),
- A collection of prose writings on matters of current interest (about 150 pages),
- Two modern plays.

All selections from this group should be works of recognized excellence.

THE B LIST

One selection is to be made from each group.

Group I.

Shakespeare: *Macbeth*,
Hamlet.

Group II.

Milton: *L'Allegro*, *Il Penseroso*, and either *Comus* or *Lycidas*,
Browning: *Cavalier Tunes*, *The Lost Leader*, *How They Brought the Good News from Ghent to Aix*, *Home Thoughts from Abroad*, *Home Thoughts from the Sea*, *Incident of the French Camp*, *Hervé Riel*, *Pheidippides*, *My Last Duchess*, *Up at a Villa—Down in the City*, *The Italian in England*, *The Patriot*, *The Pied Piper*, "*De Gustibus*"—, *Instans Tyrannus*, *One Word More*.

Group III.

Macaulay: *Life of Johnson*,
Carlyle: *Essay on Burns*, with a brief selection from Burns's Poems,
Arnold: *Wordsworth*, with a brief selection from Wordsworth's Poems.

Group IV.

Burke: *Speech on Conciliation with America*,
A collection of orations, to include a least Washington's *Farewell Address*, Webster's *First Bunker Hill Oration*, and Lincoln's *Gettysburg Address*.

EXAMINATIONS UNDER THE RESTRICTIVE PLAN

The examination will be in two parts, each of which will occupy two hours. The first part will test powers of correct,

clear, truthful expression. The candidate will write one or more compositions several paragraphs in length. For this purpose a list of eight or ten subjects will be provided. These may be suggested in part by the books in the A List, but a sufficient number from other sources will make it possible for the candidate to draw upon his own experience and ideas. He will not be expected to compose at a more rapid rate than three hundred fifty words an hour, but his work must be free from common errors in grammar, idiom, spelling and punctuation, and should show that he understands the principles of unity and coherence. In addition, questions may be asked on the practical essentials of grammar, such as the construction of words and the relation of various parts of a sentence to one another.

The second part will test the faithfulness with which the candidate has studied the works in the B List and his ability to grasp quickly the meaning of a passage of prose or verse that he has not previously seen and to answer simple questions on its literary qualities. The examination may call also for the writing of a short composition.

In connection with the second part of the Restrictive Examination the candidate will be required to submit a statement certified by his principal specifying what books he has read during his secondary school course, and indicating the quality and character of his spoken English.

REQUIREMENTS AND EXAMINATIONS UNDER THE COMPREHENSIVE PLAN

The requirements under the Comprehensive Plan are identical with the requirements under the Restrictive Plan except that no books are prescribed for reading and study, the selecting of suitable works being left to the preparatory school. The appended list of works is in no sense prescriptive, but indicates by example the kind of literature secondary school pupils should be taught to appreciate. The Comprehensive Examination will test powers of correct, clear, truthful expression. The candidate will write one or more compositions several paragraphs in length. For this purpose a list of eight or ten subjects will be provided. It will in addition enable the candidate to show that he has read, under-

stood, and appreciated a sufficient amount of English literature. Questions will be asked that cannot be answered except by those who are able to apply what they have learned to passages of literature which they have not read before. The time of the Comprehensive Examination will be three hours.

THE COMPREHENSIVE LIST

Group I.

All books found in the A and B Lists.

Group II.

Shakespeare: *Midsummer-Night's Dream*,
Twelfth Night,
The Tempest,
King John,
Richard II,
Richard III,
Coriolanus,

Goldsmith: *She Stoops to Conquer*,

Sheridan: *The Rivals*.

Group III.

Malory: *Morte d'Arthur* (selections),

Bunyan: *Pilgrim's Progress, Part I*,

Swift: *Gulliver's Travels* (Voyages to Liliput and to Brobdingnag),

Defoe: *Robinson Crusoe, Part I*,

Goldsmith: *Vicar of Wakefield*,

Frances Burney: *Evelina*,

Scott's Novels,

Jane Austen's Novels,

Dickens's Novels,

Thackeray's Novels,

George Eliot: *Adam Bede, Mill on the Floss, Romola*,

Mrs. Gaskell: *Cranford*,

Kingsley: *Westward Ho!, Hereward the Wake*,

Trollope: *The Warden*,

Lytton: *Last Days of Pompeii*,

Blackmore: *Lorna Doone*,

Hughes: *Tom Brown's Schooldays*,

Stevenson: *David Balfour*, *Dr. Jekyll and Mr. Hyde*,

Kipling: *Kim*, *Captains Courageous*, *Jungle Books*,

Cooper's Novels,

Poe's Tales (selected),

Hawthorne: *Twice Told Tales*,

Wister: *The Virginian*,

Cable: *Old Creole Days*.

Short stories by various standard writers, as Bret Harte, Aldrich,
Page and Barrie.

Group IV.

Addison and Steele: *Tatler* and *Spectator* (selections),

Boswell: *Life of Johnson* (selections),

Irving: *Life of Goldsmith*,

Macaulay: *The Lays of Ancient Rome*, *The Battle of Naseby*,
The Armada, *Ivry*,

Tennyson: *The Princess*,

Arnold: *The Forsaken Merman*, *Balder Dead*,

Selections from American Poetry, with special attention to Poe,
Lowell, Longfellow, Whittier, and Holmes.

FRENCH

Elementary Requirements. (a) Grammar: A knowledge of the fundamental principles of grammar is required. Special attention to the inflections of nouns and adjectives, the use of pronouns, the conjugation of regular and the common irregular verbs and the elementary rules of word order. (b) Translation: Ability to translate at sight easy French prose into English.

Minor Requirements. Grammar: A knowledge of the correct use of all pronouns, of moods and tenses of all verbs, regular and irregular, familiarity with the essentials of French syntax and with the common idiomatic phrases. Ability to translate at sight standard modern French, also to change English into French.

Major Requirements. In addition to the elementary requirements in grammar, the student will be required to have

a more complete knowledge of syntax, as well as a correct application of the rules of a free use of idiomatic expressions. Ability to translate at sight into French a paragraph of ordinary English.

COMMERCIAL GEOGRAPHY

The examination in Commercial Geography is based on a preparation extending through five recitation periods a week for a half-year.

The candidate's preparation should include the following subjects: the general conditions affecting commerce; the principal trade routes; the physical characteristics of the United States; the sources of the most important raw materials and manufactured products of the United States together with the methods by which they are produced and distributed.

The candidate must either present a certificate or take the examination offered at the College in September.

GEOLOGY

The examination in Geology will be based on a preparation extending through five recitation periods a week for a half-year.

Scott's or Brigham's text-books represent a standard preparation in Geology. Both the historical and the dynamic features of the subject should be studied. A valuable addition to text-book training may be obtained by studying the geological conditions surrounding the pupil's home or school.

The College Entrance Examination Board does not examine in this subject. The candidate must therefore either present a certificate or take the examination offered at the College in September.

GERMAN

Elementary Requirements. The essentials of German grammar, the declension of articles, nouns, adjectives and pronouns, the conjugation of weak and strong verbs, simple

and compound, the use of the common prepositions and the elements of syntax. Ability to translate English into German; ability to read German prose and to translate it into good English.

Minor Requirements. In addition to the elementary requirements, a knowledge of the essentials of syntax, the main uses of the article, of the common adverbs and conjunctions, especially the use of modal auxiliaries, and of the subjunctive and infinitive moods; ability to translate at sight easy descriptive and narrative German prose into good English.

Major Requirements. More thorough familiarity with the less usual strong verbs, auxiliaries of all kinds, tenses and moods, especially subjunctive, infinitive and participle constructions, with the uses and meanings of the principal prefixes and suffixes; ability to translate at sight ordinary English into correct German.

GREEK

a. i. Grammar. The common forms, idioms, and constructions, and the general grammatical principles of Attic Greek prose.

ii. Elementary Prose Composition. Translation into Greek of detached sentences to test the candidate's knowledge of grammatical construction.

The examination in the two subjects immediately preceding will be based on the first two books of Xenophon's "Anabasis."

Both parts of Greek **a** must be passed at one and the same examination.

b. Xenophon. The first four books of the "Anabasis."

c. Homer. The first three books of the "Iliad" (omitting II, 494-end) and the constructions, poetical forms, and prosody of Homer's "Iliad."

f. Prose Composition. Translation into Greek of continuous prose based on Xenophon and other Attic prose of similar difficulty.

g. **Sight Translation of Prose.** Translation into Greek at sight based on prose of no greater difficulty than Xenophon's "Anabasis."

PHYSICAL GEOGRAPHY

Preparation for the examination in the minor requirement in Physical Geography should extend through five recitation periods a week for a half-year; in the major requirement through five recitation periods a week for a year.

The College Entrance Examination Board does not examine in this subject. The candidate must therefore either present a certificate or take the examination offered at the College in September.

Major Requirement. The student must be familiar with the grand divisions of land and water, the agencies at work in their development, winds, ocean-currents, streams, glaciers, factors in climate the elements of meteorology, etc. Full details are to be found in Document No. 82 of the College Entrance Examination Board.

HISTORY*

a. **Ancient History**, including a brief introductory study of the Oriental peoples, and early mediaeval history to the death of Charlemagne, with due reference to art, literature, and government.

b. **Mediaeval and Modern History**, from the death of Charlemagne to the present time, with due reference to the growth of the state-system.

c. **English History**, with due reference to social and political development.

d. **American History**, with the elements of civil government.

On examination a candidate must show such general knowledge of the subject in each division offered as may be acquired from the study of an accurate text-book of not

*Note—Each of the four divisions, a, b, c, and d, counts one unit. Candidates for admission to the A.B., or B.S., may offer one or any two of the divisions without restriction.

less than three hundred pages. Since the questions will be so framed as to require comparison and the use of judgment rather than mere exercise of memory on the part of the pupil, it is recommended that the teacher prescribe a course of supplementary reading of not less than three hundred pages, dealing with the more important periods and events in each division offered. Geographical knowledge will be tested by requiring the location of places, boundaries, and movements on an outline map.

ITALIAN

Elementary (counting two units)

The Aim of the Instruction. At the end of the course the pupil should be able to pronounce Italian accurately, to read at sight easy Italian prose, to put into Italian simple English sentences taken from the language of every-day life, or based upon a portion of the Italian text read, and to answer correctly questions on the rudiments of the grammar, as defined below.

The Work to be Done. During the first year the work should comprise: (1) careful drill in pronunciation; (2) the rudiments of grammar, including the conjugation of the regular and the more common irregular verbs, the inflection of nouns, adjectives, and pronouns, and the elementary rules of syntax; (3) abundant exercises illustrating the principles of grammar; (4) the reading and accurate rendering into good English of from 100 to 175 duodecimo pages of graduated texts, with translation into Italian of easy variations of the sentences read; (5) writing Italian from dictation.

During the second year the work should comprise: (1) the reading of from 250 to 400 pages of modern prose from different authors and of easy poetry; (2) practice in translating Italian into English, and English variations of the text into Italian; (3) continued study of the elements of grammar and of syntax; (4) mastery of all but the rare irregular verb-forms and of the simpler uses of the moods and tenses; (5) writing Italian from dictation.

LATIN*

3. **Second year Latin** will presuppose reading not less in amount than Caesar, Gallic War, I-IV, selected by the schools from Caesar (Gallic War and Civil War) and Nepos (Lives); but the passages set will be chosen with a view to sight translation. The paper will include easy grammatical questions and some simple composition. (See note below.)

4. **Cicero and Sight Translation of Prose.**

i. Prescribed reading: the oration for the Manilian Law and the oration for Archias.

ii. Sight translation of prose of no greater difficulty than ordinary passages of Cicero's orations.

Candidates must deal satisfactorily with both these parts of the paper, or they will not receive credit for either part.

5. **Virgil and Sight Translation of Poetry.**

i. Prescribed reading: Virgil *Æneid*, I, II, and either IV or VI at the option of the candidate, with questions on the subject-matter, literary and historical allusions, and prosody.

ii. Sight translation of poetry of no greater difficulty than Virgil's *Æneid*.

Candidates must deal satisfactorily with both these parts of the paper, or they will not receive credit for either part.

6. **Advanced Prose Composition.** The examination will demand thorough knowledge of all regular inflections, all common irregular forms, and the ordinary syntax and vocabulary of the prose authors read in school, with ability to use this knowledge in writing simple Latin prose. The words, construction, and range of ideas called for will be such as are common in the reading of the preparatory course of four years.

*Note—Candidates for admission to the A.B. course must offer 4, 5, and 6, to secure the four prescribed units.

I. REQUIRED READING

1. The Latin reading required of candidates for admission to college, without regard to the prescription of particular authors and works, shall be not less **in amount** than Caesar, Gallic War I-IV; Cicero, the orations against Catiline, for the Manilian Law, and for Archias; Virgil, *Æneid*, I-VI.

2. Selected readings from Caesar (Gallic War and Civil War) and Nepos (Lives); Cicero (orations, letters, and *De Senectute*) and Sallust (Catiline and Jugurthine War); Virgil (*Bucolics*, *Georgics*, and *Æneid*) and Ovid (*Metamorphoses*, *Fasti*, and *Tristia*).

II. Subjects and Scope of the Examinations

1. **Translation at Sight.** Candidates will be examined in translation at sight of both prose and verse. The vocabulary, constructions, and range of ideas of the passages set will be suited to the preparation secured by the reading indicated above.

2. **Prescribed Reading.** Candidates will be examined also upon the following prescribed reading: Cicero, orations for the Manilian Law and for Archias, and Virgil, *Æneid*, I, II, and either IV or VI at the option of the candidate, with questions on subject-matter, literary and historical illusions, and prosody. Every paper in which passages from the prescribed reading are set for translation will contain also one or more passages for translation at sight; and candidates must deal satisfactorily with both these parts of the paper, or they will not be given credit for either part.

3. **Grammar and Composition.** The examination in grammar and composition will demand thorough knowledge and all regular inflections, all common irregular forms, and the ordinary syntax and vocabulary of the prose authors read in school, with ability to use this knowledge in writing simple Latin prose. The words, constructions, and range of ideas called for in the examinations in composition will be such as are common in the reading of the year, or years, covered by the particular examination.

COMMERCIAL LAW

The examination in Commercial Law is based on a preparation extending through five recitation periods a week for a half-year.

The candidate should have a knowledge of the elementary principles of commercial law, particularly those relating to contracts, agencies, negotiable instruments, partnership, corporations, insurance, and real and personal property as outlined in any of the standard text-books on the subject.

The candidate must either present a certificate or take the examination at the College in September.

MATHEMATICS

Note—Candidates for admission to the A.B., or the B.S., must offer (a), i and ii and (c) to secure the two and one-half prescribed units.

a. Elementary Algebra.

i. The four fundamental operations for rational algebraic expressions; factoring, determination of highest common factor and lowest common multiple by factoring; fractions, including complex fractions, ratio and proportion; linear equations, both numerical and literal, containing one or more unknown quantities; problems depending on linear equations; radicals, including the extraction of the square root of polynomials and of numbers; exponents, including the fractional and negative.

ii. Quadratic equations, both numerical and literal; simple cases of equations with one or more unknown quantities that can be solved by the method of linear or quadratic equations; problems depending upon quadratic equations; the binomial theorem for positive integral exponents; the formulas for the n th term and the sum of the terms of arithmetic and geometric progressions, with applications.

It is assumed that pupils will be required throughout the course to solve numerous problems which involve put-

ting questions into equations. Some of these problems should be chosen from mensuration, from physics, and from commercial life. The use of graphical methods and illustrations, particularly in connection with the solution of equations, is also expected.

b. Intermediate Algebra.

The candidate who offers Intermediate Algebra must be prepared in quadratic equations, including the simpler cases of simultaneous quadratics, arithmetical progressions, and the binomial theorem for positive integral exponents.

The preparation for the examination in Intermediate Algebra should extend through five recitation periods a week for one half-year.

This requirement is included in Mathematics a2 of the College Entrance Examination Board.

c. Plane Geometry.

The usual theorems and constructions of good textbooks, including the general properties of plane rectilinear figures; the circle and the measurement of angles; similar polygons; areas; regular polygons, and the measurement of the circle; the solution of numerous original exercises, including loci problems; applications to the mensuration of lines and plane surfaces.

MUSIC

One unit.

The one unit in music may be either: A, harmony, or B, a combination of less advanced requirement in theory with a practical study; piano, voice, violin, or other orchestral instrument.

A. Harmony: The examination will be adapted to the proficiency of those who have had one year's systematic training, with at least three lessons a week, or its equivalent. The candidate should have acquired:

1. The ability to harmonize, in four vocal parts, simple melodies of not fewer than eight measures, in soprano or in bass. These melodies will require a knowledge of triads

and inversions, of diatonic seventh chords and inversions, in the major and minor modes; and of modulation, transient or complete, to nearly-related keys.

2. Analytical knowledge of ninth chords, all non-harmonic tones, and altered chords, including augmented chords. Students are encouraged to apply this knowledge in their harmonization.

It is urgently recommended that systematic ear-training, as to interval, melody, and chord, be a part of the preparation for this examination. Simple exercises in harmonization at the pianoforte are recommended. The student will be expected to have a full knowledge of the rudiments of music, scales, intervals, and staff-notation, including the terms and expression-marks in common use.

B. The following requirements in theory combined with piano, voice, violin, or other orchestral instrument:

The examination in theory will be adapted to the proficiency of those who have had one year's systematic training, with at least one lesson a week, or its equivalent. The candidate should have acquired:

(1) A knowledge of the rudiments of music, scales, intervals, and staff-notation, including the terms and expression-marks in common use; (2) the ability to analyze the harmony and form of hymn-tunes and simplest pieces for the pianoforte, involving triads and dominant seventh chord and their inversions, passing tones, and modulation to nearly-related keys; (3) the ability to harmonize, on paper, in four vocal parts, melodic fragments involving the use of triads and the dominant seventh chord and their inversions, in major keys; (4) in ear-training the ability to name, as played by the examiner, intervals involving tones of the major scale, the three principal triads, and the dominant seventh chord in fundamental position, and the authentic, plagal, and deceptive (v or v7 to vi) cadences; to write a diatonic, major melody of not more than four measures in simple time, involving half, quarter, eighth and dotted

notes, the melody to be played, in its entirety, three times by the examiner.

1. Piano. Combined with the theory requirement above. A practical knowledge of various kinds of touch; the ability to play scales, major and minor, in simple and canon forms, in sixteenth notes (at metronome speed, $\text{♩}=100$) and three-toned and four-toned arpeggios in sixteenth notes (at metronome speed, $\text{♩}=74$); the ability to play, with due regard to the tempo, fingering, phrasing and expression, the studies by Hasert, Op. 50, Book 1, Haydn's Sonata in E minor (Peters' Edition, No. 2, Schirmer Edition, No. 2), the Theme and Variations from Mozart's Sonata in A major (Peters' Edition No. 12, Schirmer Edition, No. 9), Mendelssohn's Songs without Words, Nos. 19 and 49 and Schumann's Romance in F sharp major (Op. 28, No. 2); the ability to play at sight chorals and such pieces as the first twelve numbers of Schumann's Jugend-Album (Op. 68). A candidate may offer equivalents for the studies and pieces mentioned, on the approval of the department.

2. Voice. Combined with the theory requirement above. The ability to sing with due regard to intonation, tone-quality, expression, and enunciation, the vocalises of Concone, Op. 9, and not fewer than six of the following songs: Schubert, "Who is Sylvia?" and "Hark, Hark, the Lark"; Mendelssohn, "Morgengruss"; Schumann, "An den Sonnenschein"; Brahms, "Der Sandmann"; Franz, "Widmung"; Grieg, "Das alte Lied"; Chopin, "Mädchenswunsch"; Massenet, "Ouvre tes beaux yeux"; Paine "Matin Song"; the ability to play pianoforte accompaniments of the grade of Concone, Op. 9; the ability to sing at sight, music of the grade of hymn-tunes by Barnby, Dykes and Stainer, and of the studies in Abt's Vocal Tutor, Part III. The student must also give evidence of having an accurate ear and of having laid a good foundation in the development of the voice. A candidate may offer equivalents for the songs mentioned, on the approval of the department.

3. **Violin.** Combined with the theory requirement above. The ability to play with due regard to bowing, fingering, tone, intonation, and expression, such studies as those by Dont (Op. 37), Mazas (Op. 36), and Kreutzer, and such pieces as the moderately difficult solos of Spohr, Wieniawski, Godard, and Ries; the ability to read at sight such music as the second violin parts of the string quartets of Haydn and Mozart.

PHYSICS

The study of a standard text-book supplemented by the use of many numerical problems. Individual laboratory work, comprising at least thirty-five experiments. A properly certified laboratory note-book must be presented.

SHORTHAND

Elementary Requirement. (Open to students who have studied any system of shorthand.) This requirement may be met by certificate only.

The examinations in Shorthand are based on a preparation extending through five recitation periods a week during two years for the minor requirement, and during three years for the major requirement.

Minor Requirement. (Open only to students who have studied the Ben Pitman or the Graham system of shorthand.)

The candidate must have a thorough knowledge of the principles of the system studied, the word signs and contractions, and the elements of phrasing. She should be able to write from dictation at least 250 words of consecutive miscellaneous matter at the rate of forty words a minute, to write correspondence at the rate of fifty words a minute, and to transcribe her notes with reasonable speed and accuracy.

Major Requirement. (Open to students who have studied any system of shorthand.) The candidate must be able to write from dictation consecutive matter, other than correspondence, at a rate of ninety words a minute for a period

of at least five minutes, and to transcribe her notes on the typewriter with reasonable speed and accuracy. It is assumed that the student has thoroughly mastered the principles of the system of shorthand which she has studied.

Certificates in Major Shorthand are not accepted. The candidate must therefore take the examination offered at the College in September.

SPANISH

The examinations in Spanish are based on a preparation extending through five recitation periods a week during one year for the elementary requirement, during two years for the minor requirement, and during three years for the major requirement.

Elementary Requirement. The elementary requirement in Spanish comprises: (a) a careful study of some good elementary Spanish grammar; (b) the reading of at least 100 pages of Spanish prose; (c) the translation into Spanish of simple sentences; (d) dictation and careful training in pronunciation.

The College Entrance Examination Board does not examine in this subject. The candidate must therefore either present a certificate or take the examination offered at the College in September.

Minor Requirement. The minor requirement in Spanish includes: (a) a careful study of some good elementary Spanish grammar, with thorough drill in regular and irregular verbs, the uses and positions of pronouns, adjectives, etc., sentence structure, and the application of elementary rules in syntax; (b) the reading of at least 200 pages of modern Spanish prose and poetry from works of dissimilar character; (c) the writing of Spanish from dictation; (d) the translation into Spanish of English sentences based on the text read; (e) careful training in pronunciation and reading aloud.

This requirement corresponds to that of the College Entrance Examination Board.

Candidates who fulfill this requirement are admitted to Spanish 2.

Major Requirement. The major requirement in Spanish includes the work done in both the elementary and minor requirements and in addition a review of Spanish grammar, constant practice in writing Spanish letters and themes, and sufficient reading to enable the student to translate at sight ordinary Spanish prose and poetry with only occasional difficulty of vocabulary.

The College Entrance Examination Board does not examine in this subject. The candidate must therefore either present a certificate or take the examination offered at the College in September.

TYPEWRITING

Elementary Requirement. This requirement may be met by certificate only.

The examinations in Typewriting are based on a preparation extending through five regular periods a week during two years for the minor requirement, and during three years for the major requirement.

Minor Requirement. The candidate must have a complete mastery of the keyboard by the so-called "touch method." She must be able to do simple tabulation; to address envelopes and fold the inclosures properly; to use carbon; and she must be familiar with the different parts of the typewriter and their uses. She must have a speed of twenty-five words a minute, with a reasonable degree of accuracy.

Certificates in Minor Typewriting are not accepted. The candidate must therefore take the examination offered at the College in September.

Major Requirement. The candidate must be able to write from copy forty to forty-five words a minute for fifteen minutes with reasonable accuracy, and must also be trained to write from dictation. Her preparation should include, in addition, practice in writing upon cards, in the use

of carbon paper, and in the arrangement of material in tabular form. Every candidate is expected to be familiar with the uses of the various parts of the typewriting machine.

Certificates in Major Typewriting are not accepted. The candidate must therefore take the examination offered at the College in September.

ANNOUNCEMENT OF COURSES

The College offers the following courses of undergraduate instruction, each of four years' duration, upon the successful completion of which baccalaureate degrees are conferred:

- | | |
|-----------------|-------------------|
| I. Arts. | III. Secretarial. |
| II. Philosophy. | IV. Music. |
| V. Letters. | |

The courses are designed to give a thorough college training on broad and liberal lines. The plan of instruction provides a four-year program for each course. These programs are arranged to give the student in the upper classes an opportunity to follow a well-defined group of subjects affording a solid beginning in specialized work.

ARTS

This is a general course leading to the Degree of Bachelor of Arts (A.B.). In addition to the prescribed work of the course a major subject of at least 24 points, of not less than grade C, must be completed in some one department before graduation. In addition, the program prescribes 12 points in each of two minors, one diverse, and the other related to the major subject.

PHILOSOPHY

The requirements for this course are similar to those prescribed for the Arts course, with the exception that for the degree of Bachelor of Philosophy (Ph.B.), no Latin is required. Candidates for this degree will complete a one-year course in classical civilization, and one-year courses in three of the following sciences: Chemistry,

Physics, Biology, Geology. Students in this course are restricted in their choice of majors to the Divisions of natural and physical sciences, political science, and mathematics.

Applicants desiring the scientific content of the B.S. degree in science may obtain this in the Ph.B. course by electing science as a major subject.

SECRETARIAL COURSE

This course leads to the Degree of Bachelor of Science (B.S.) in Secretarial Studies. The courses in the Department of Secretarial Studies embrace such general subjects as are deemed essential to a liberal education. Beyond this the courses are designed to give the scientific and technical training necessary to meet the demand, on the part of high schools, for teachers of social and commercial subjects, and to meet the growing need for trained workers in scientific, literary, and professional pursuits.

These courses offer to young women of means the knowledge and training necessary to supervise, personally, their own financial affairs.

MUSIC

This course leads to the Degree of Bachelor of Music (Mus. B.). It is offered to students of special ability in music who desire to work for a degree in this department. The course prescribes grouped work amounting to a least 72 points, including, a major subject of at least 36 points in theoretical and practical music, and two minors of at least 18 points each, one in a subject allied to the major and one in a diverse subject.

LETTERS

This course leads to the Degree of Bachelor of Letters (B.Litt.), and is offered for students desiring to do intensive work in languages and literature.

Requirement for Graduation.

The requirement for graduation is 136 points. A point represents the satisfactory completion of work requiring at-

tendance at class one hour, or in a laboratory two hours a week during one term. Of the 136 points required for graduation at least 24 points must be completed in residence at the College of New Rochelle during the candidate's Senior year.

Studies are prescribed or elective. Prescribed studies are required of all candidates for a degree; elective studies are to be taken, with certain restrictions, at the pleasure of the student.

EXAMINATION AND CREDITS

Regular Examinations. Two series of regular examinations are held each year, one in January and the other in May. Absence from the term examination in a subject, except for serious cause, incurs grade F for the course.

Special Examinations. Two series of special examinations are held each year, one in October and the other in March. These examinations are open to: conditioned students; students who have been unavoidably absent from the stated examinations; and, for reasons of weight, to students who have received D in excess of 6 points in prescribed work. A student who fails to pass the examination set for the removal of a condition receives grade F for the course.

No student whose term work is unsatisfactory will be admitted to either regular or special examinations. If the course is a prescribed one, the work of the term must be repeated.

Conditions. A student whose term work is satisfactory but whose term examination mark falls below 65 is conditioned, that is, she is given another opportunity of taking the examination.

Conditions incurred in the January examinations must be removed by special examinations in March or in October following: conditions incurred in the June examinations may be removed at either of the two series of special examinations following.

Conditions that are not removed within the specified time become failures automatically. This ruling also applies to conditions occasioned by unavoidable absence from the term examinations.

Absences. Students are expected to attend regularly and promptly all exercises in the courses for which they are registered.

A student may be absent from a course without penalty as many times during a session as the class meets weekly. Absences in excess of this limit will result in the lowering of the student's grade, or in the loss of one or more of the points credited to the course.

For serious illness, or for other grave causes, the Administrative Board may allow a student double the number of permitted absences without penalty. That is, when the circumstances of the case seem to warrant it, four absences during a session may be permitted in a two-hour course, six absences in a three-hour course, and eight absences in a four-hour course, without penalty.

Grades and Credit. The result of a student's work in every subject of study shall be rated according to the following grades: A, excellent; B, good; C, fair; D, poor; E, condition; F, failure.

No student may offer toward a degree more than 24 points of D work, or more than 6 points of D work in any one year. Of several courses in which a student is marked D she may choose the ones to be counted. Grade D in excess of 6 points in prescribed work does not involve repetition of the course.

Additional Credit for High Standing. Grade A in courses aggregating 6 points entitles the student to one point of extra credit, provided she has completed all the work of the term, and has not fallen below grade B in any course.

CREDIT

A maximum of 17 credit hours may be taken during the academic year. Students whose record in the College for the year preceding is of grade B may, with the expressed consent of the Dean, take an additional course. For reasons of weight, this privilege may be extended, conditionally, to other students.

The minimum number of credit hours that may be taken during a Winter or Spring session is 12.

No change may be made in a program without the written consent of the Dean.

No courses may be followed during the academic year, in any institution other than the College, unless permission to do so has been expressly granted by the Dean.

In general, this permission will not be given to students who are assigned the full number of hours at the College.

The College reserves the right to require the withdrawal of students whose scholarship is unsatisfactory, and of those whose further residence is not deemed to be of mutual advantage to the College and the student.

No student is eligible for any office whose general average for the year is below 80%.

Elementary courses in foreign languages may not be offered to satisfy the major requirement for the degree.

Credit for an elementary course in a foreign language will be given only at the completion of the work of the second year.

Classification of Students. Matriculated students are classified as follows:

Freshmen, those who have completed less than 34 points of college work;

Sophomores, those who have completed 34 points of college work;

Juniors, those who have completed 68 points;

Seniors, those who have completed 102 points.

PROGRAM OF STUDIES

BACHELOR OF ARTS (A.B.)

Freshman Year	Sophomore Year	Junior Year	Senior Year
HOURS	HOURS	HOURS	HOURS
PER WEEK	PER WEEK	PER WEEK	PER WEEK
English 1, 2 3	English 3, 4 3	Philosophy 3	Philosophy 3
Latin 1, 2 3	Mathematics 2, 3 3	Science 3	Sociology 2
Modern Language 3	Modern Language 3	Apologetics 1	Apologetics 1
History 1 3	Economics 2	Hist. of Religion 1	Major 6
Psychology 2	Physical Educa- tion & Hygiene 3	Major 6	Electives 5
Apologetics 1	Apologetics 1	Electives 3	
Oral English ... 1	Electives 3		
Physical Educa- tion & Hygiene 3			

BACHELOR OF PHILOSOPHY (Ph.B.)

Freshman Year	Sophomore Year	Junior Year	Senior Year
HOURS	HOURS	HOURS	HOURS
PER WEEK	PER WEEK	PER WEEK	PER WEEK
English 1, 2 3	English 3, 4 3	Philosophy 3	Philosophy 3
Modern Language 3	Modern Language 3	Science 3	Science 3
Classical Civiliza- tion 3	Mathematics 2, 3 3	Major 6	Major 6
History 1 3	Physical Educa- tion 2	Hist. of Religion 1	Apologetics 1
Physical Educa- tion & Hygiene 3	Science 3	Apologetics 1	Sociology 2
Apologetics 1	Economics 2	Electives 3	Electives 2
Oral English ... 1	Apologetics 1		
Psychology 2			

BACHELOR OF LETTERS (Litt.B.)

Freshman Year	Sophomore Year	Junior Year	Senior Year
HOURS	HOURS	HOURS	HOURS
PER WEEK	PER WEEK	PER WEEK	PER WEEK
English 1, 2 3	English 3, 4 3	Philosophy 3	Philosophy 3
Modern Language 3	Modern Language 3	Major 6	Major 6
History 1 3	Economics 2	Apologetics 1	Sociology 2
Classical Civiliza- tion 3	Apologetics 1	Hist. of Religion 1	Apologetics 1
Physical Educa- tion 3	Physical Educa- tion 2	Electives 6	Electives 5
Physical Educa- tion & Hygiene 3	Electives 7		
Apologetics 1			
Oral English ... 1			

PROGRAM OF STUDIES

BACHELOR OF SCIENCE (B.S.)
IN
SECRETARIAL STUDIES

Freshman Year HOURS PER WEEK	Sophomore Year HOURS PER WEEK	Junior Year HOURS PER WEEK	Senior Year HOURS PER WEEK
English 1, 2 3	English 3, 4 3	Philosophy 3	Philosophy 3
French 1, 2, or 3 .. 3	French 2 or 3 ... 3	German or French 3	Spanish 2 or 3 .. 3
German 1, 2, or 3 .. 3	German 2 or 3 .. 3	Spanish 1 or 2 .. 3	Shorthand 2 5
History 1 3	Spanish 1 3	Shorthand 1.... 5	Typewriting 2 .. 5
Psychology 2	Apologetics 1	Apologetics 1	Accounting 2
Apologetics 1	Physical Educa- tion 2	Commercial Law 2	Apologetics 1
Oral English ... 1	Economics 2	Typewriting 1 .. 5	Business adminis- tration 2
Physical Educa- tion & Hygiene 3			Business Methods 1

BACHELOR OF MUSIC (Mus.B.)

Freshman Year HOURS PER WEEK	Sophomore Year HOURS PER WEEK	Junior Year HOURS PER WEEK	Senior Year HOURS PER WEEK
English 1, 2.... 3	English 3, 4 3	Philosophy 3	Philosophy 3
Modern Language 3	Modern Language 3	Apologetics 1	Apologetics 1
History 3	Mathematics 2... 3	Physics 3	Sociology 2
Physical Educa- tion & Hygiene 3	Apologetics 1	History of Music 2	Musical Interpre- tation and Ap- preciation 2
Theory of Music 1	Physical Educa- tion 2	Hist. of Religion 1	Piano, Organ, Violin, Harp, Voice 2
Elementary Har- mony 2	Adv. Harmony .. 2	Piano, Organ, Violin, Harp, Voice 2	Electives 7
Oral English ... 1	Piano, Organ, Violin, Harp, Voice 2	Elementary Mus- ical Composition 2	
Piano, Organ, Violin, Harp, Voice 2	Electives 2	Electives 3	

HIGHER DEGREES

Candidates for the higher degrees must hold a baccalaureate degree in Arts, Letters, Philosophy, or Science from the College of New Rochelle, or from an approved degree granting institution, with sufficient preparation in the major subject in undergraduate courses to enable the candidate to carry on graduate work in the special field chosen. Only graduates that can give proof of fitness to undertake the work are encouraged to candidacy for the higher degrees. In cases where the adequacy of preparation may be questioned, the various departments reserve the right to require preliminary examinations.

Master of Arts. Every candidate for the degree of Master of Arts must complete courses aggregating 30 points, distributed over a period of not less than one academic year or its equivalent. Four Summer Sessions are equivalent to one academic year.

No degrees are granted by the College for work done in absentia.

The requirements for the degree may be completed in one department or may be divided between a major and a minor department. In the latter case, at least 20 points must be completed in the major department.

Candidates must pass written examinations in each subject to the satisfaction of the department concerned, and in addition, present a thesis of not less than 3000 words, in character of such a nature as will show exactness of scholarship or critical skill of a higher order.

The thesis, together with the certificate of acceptance by the professor in charge, shall be deposited with the registrar at least two weeks before the candidate expects to receive her degree.

Doctor of Philosophy. Two years of study, devoted entirely to the work, shall be the minimum requirement for the degree of Doctor of Philosophy, although it is not expected that the ground will be covered within this period

The student must satisfy the department in which her research work lies, that she is proficient in such foreign languages as it may, under the ruling of the Faculty, prescribe.

Each candidate for the degree of Doctor of Philosophy must present a dissertation, which shall be a distinct contribution to knowledge along lines of investigation hitherto unpursued.

The last test of the candidate's fitness will be made in an oral examination to be held after the acceptance of her dissertation, and not later than one month before the awarding of degrees, in the presence of the entire faculty of the departments in which her work lies, and of such other professors as they may wish to invite. In this examination, the candidate must give evidence of her mastery of her major subject, and of her ability to prove and defend her dissertation.

COURSES OF INSTRUCTION

DEPARTMENTAL STATEMENTS

It is the practice in the several Departments to offer elective courses in sequence in consecutive years. This sequence as planned permits two, three, or four years of continuous study in a special field. The rotation of courses enables the College to offer a greater variety of courses, and, at the same time, affords to the student an opportunity for intensive study in a chosen field.

Each Department reserves the right to withdraw any elective course applied for by fewer than six regular students.

ASTRONOMY

Course 1. Descriptive Astronomy. The aim of this course is to give a general survey of the facts and principles of astronomy, with a description of solar and stellar systems. The course provides for a study by direct observation of constellations, motions of the sun, moon, and planets. Use of the telescope and sextant.

Lectures, observations, assigned readings, reports.

Three hours a week throughout the year. Elective. Six points.

Open to all students.

BIOLOGY

Course 1. General Botany. The character and relation of the leading groups of plants. The Cryptogams; the Algæ; the Fungi; the Bryophytes; the Pteridophytes and the Spermatophytes will be studied. Lectures, recitations, laboratory and field work.

Elective. Three hours a week first Session.

Open to all students. Three points.

Course 2. Physiology of Plants, from a Standpoint of Nutrition. This course will discuss plants and plant products from the standpoint of their nutritive value to animals and human beings. The component elements responsible for the nutritive value will also be considered. This course is valuable to any woman who has for her duty the ordering of food for a household or for a community.

Three hours a week second Session.

Open to all students. Three points.

Course 3. Bacteriology. The work of this course is confined primarily to the following: preparation of standard culture media, laboratory technique, plating, isolation of pure strains, staining, laboratory study of principal groups of pathogenic micro-organisms, vaccines, and sera, studies of bacteria in water, ice, milk and other foods.

Three hours a week throughout the year.

Open to Juniors and Seniors. Six points.

Course 4. Hygiene. A course in personal hygiene. Required for Freshmen.

One hour a week throughout the year. Two points.

Course 5. Comparative Anatomy and Embryology and Physiology. Dissection of vertebrates with reference to a study of their various organs, in regard to structure, functions and systematic relations.

Three hours a week, Spring Session.

Open to Sophomores, Juniors, and Seniors. Three points.

GRADUATE COURSES

Course 6. General Morphology, Histology and Cytology of Flowering Plants. A laboratory course with lectures and demonstrations.

Two hours lectures, two hours laboratory. Six points.

Course 7. Classification and Distribution of Flowering Plants. The work of this course includes a study of the classification and distribution of gymnosperms, monocotyledons, and dicotyledons, with special reference to the flora of New York State, of New England and the maritime provinces.

Two hours lectures, two hours laboratory.

Open to qualified Juniors and Seniors. Six points.

Course 8. Anatomy of Vascular Plants. Two hours lectures, two hours laboratory. Six points.

Course 9. Physiology of Plants from the Standpoint of Growth.

Two hours lectures, four hours laboratory. Eight points.

Course 10. Comparative Anatomy of Vertebrates.

Two hours lectures, four hours laboratory. Eight points.

Course 11. Advanced Physiology. Dissection, experiments and microscopic examinations of tissues.

Two hours lectures, four hours laboratory. Eight points.

BUSINESS MANAGEMENT ACCOUNTANCY

Accounts 1. The purpose is to prepare the student to keep the books of the professional man as well as to interpret the books of a modern business. From the study of a few simple accounts the work will proceed to a drill in double entry as applied to a trading concern. Exercises in single entry as applied to the profession of law and medicine will be prepared.

Winter Session. Two hours. Two points.

Accounts 2. Some of the special features of this course will include the preparation of various business forms and reports; the analysis of accounts and financial statements; the preparation of bank reconcilements; the study of household and hotel accounts; the accounts of institutions, such as libraries, hospitals, clubs, and associations.

Spring Session. Two hours. Two points.

Required for Seniors taking the Secretarial Course.

Course 3. Business Administration. The instruction in this course aims to impart a knowledge of the principles of business, with special attention to the following topics: money and credit; forms of business enterprise; forms of corporations; types of management; corporation securities; problems of exchange; interpretation of financial statements.

Prerequisite: Economics 1.

Two hours a week throughout the year. Four points.

Required for Seniors taking the Secretarial Course, elective for Seniors and Juniors in other courses.

BUSINESS METHODS

Course 1. Business Correspondence. Practice in letter-writing with drill in proper forms of address, in the correct arrangement of material, and in writing letters from rough drafts.

Winter Session. One hour a week. One point.

Course 2. Lectures and Practice. This course includes a study of business system, postal regulations, methods of transportation, office methods and appliances, including book and card indexes, letter-filing, letter-copying, and methods for duplication.

Spring Session. One hour a week. One point.

Prescribed for Juniors taking the Secretarial Course.

Commercial Law 1. Contracts. This course aims to give a thorough knowledge of the fundamental principles of the law of contract, including parties, subject matter, the essentials of mutual assent, formal requisites, consideration,

construction, discharge, and consequences due to breach of contract.

Winter Session. Two hours a week. Two points.

Commercial Law 2. Negotiable Instruments. This course begins with a survey of the history of negotiable paper, and then proceeds to a consideration of the legal principles governing the rights and duties of the various parties to it. Finally, it investigates the actual problems which confront the business man in his use of bills, notes, and checks.

Spring Session. Two hours a week. Two points.

Prescribed for Juniors taking the Secretarial Course, elective for Seniors and Juniors in other courses.

SHORTHAND

Course 1. Elementary Sounds and Their Shorthand Representatives: Hooks, circles, and other devices for combining sounds; word-building; word-signs and other contractions; phrasing, dictation. A thorough knowledge of the fundamental principles of shorthand may be gained in this course, but little attempt is made to acquire speed.

Five exercises a week throughout the year. Eight points.

Course 2. Additional Drill in Phrasing. Practice in writing letters, lectures, legal papers, testimony, and miscellaneous matter for the purpose of acquiring a large shorthand vocabulary. Actual correspondence and reports of lectures. Dictation planned to give a broad general vocabulary and some knowledge of technical terms. As far as possible, opportunity is afforded to assist in the actual work of an office. A speed of ninety or one hundred words a minute should be reached by the end of the year.

Five exercises a week throughout the year. Eight points.

Prescribed for Seniors taking the Secretarial Course, open, without credit, to Seniors and Juniors in other courses.

TYPEWRITING

Course 1. Instruction in the use and care of the typewriter; exercises for the development of a proper wrist and finger movement, and for the complete mastery of the keyboard by the sense of touch. Practice in letter-writing, the use of carbon, tabulation, and writing on cards. The course affords a working knowledge of the use of all parts of the typewriter.

Five hours a week throughout the year. Four points.

Course 2. Practice in the transcription of shorthand notes and in miscellaneous copying for the attainment of speed and accuracy.

Five hours a week throughout the year. Four points.

Prescribed for students in the Secretarial Course, open, without credit, to students in other courses.

CHEMISTRY

Course 1. General Chemistry. Occurrence, preparation and properties of the elements and their principal compounds. Laws of chemical combination, symbols and nomenclature, equations, atomic theory, valency, periodic law. All students are required to take this course or the corresponding course in Physics.

Three hours per week. Two hours of laboratory work. Six points.

Course 2. Qualitative Analysis. Practical methods of separating and recognizing the elements present in mixtures. A more detailed study of the properties and characteristic reactions of the metallic elements.

Two hours lectures, two hours laboratory. Six points.

Course 3. Lectures on the Application of Chemical Facts and Principles to Common Life. For students who have taken Course 1.

Two hours. Four points. Elective. Senior year.

Graduate Courses

Course 4. Advanced Inorganic Chemistry. This course is designed for students who have completed the courses in General Inorganic Chemistry in the College. It gives special attention to the development of the periodic law.

Two hours lecture and two to four hours laboratory work. Six-eight points. Open to qualified undergraduates.

Course 5. Physical Chemistry. Solution, theory of electrolytic dissociation, thermo chemistry.

Two hours lecture and four hours of laboratory work.

Prerequisites: College courses in General Physics and General Inorganic Chemistry.

Course 6. Organic Chemistry. Introductory course.

Two hours lecture and four hours of laboratory work.

Course 7. Quantitative Analysis. The work of this course consists in the preparation and standardization of various volumetric solutions and their use in analyzing a variety of substances. The course then considers gravimetric, volumetric, and electrolytic methods of analysis, and methods of combination analysis. Finally there will be an analysis of iron ore, iron and steel, paints, lubricants, coal, cements and alloys.

Two hours lecture and four hours of laboratory work.
Eight points.

Course 8. Qualitative and Quantitative Gas Analysis. A detailed discussion of many representative types of apparatus employed by the gas analyst, and of the various methods of analysis and radiation.

CHRISTIAN APOLOGETICS

Course 1. General subject. The Christian religion. General notions. Apologetics defined. Religion. Revelation. The three phases of revealed religion. Role of reason in matters of faith. Criterion of certainty. Mysteries. Historic value of the Bible. The Bible and the sciences. Authority of the Gospels. Integrity and truthfulness of same. Divinity of Christian religion. Miracles and prophecies.

Miracles performed by Our Lord. His resurrection. Miracles of the Apostles. Miraculous establishment of the Christian religion. The martyrs. Fruits of Christianity.

Required for Freshmen. One hour a week. Two points.

Course 2. The Divinity of Christ. The Roman Catholic Church. Christ founded a religion, which is the Church of Rome. Sanctity. Catholicity. Apostolicity. Unity. These four notes possessed by the Church of Rome.

Required for Sophomores. One hour a week. Two points.

Course 3. No other church possesses these notes. The Protestant rule of faith. The Schismatic Greek Church. The primacy of the See of Peter. Indefectibility of the Church. Its power to teach. Its power to confer the Sacraments. Infallibility of the Church. Its object and its subject. Conditions of infallibility.

Required for Juniors. One hour a week. Two points.

Course 4. Church and State. Independence of spiritual power. Independence of civil power. Rights of the Church. The temporal power. Tolerance, liberalism and liberty. Accusations against the Church. Intolerance of the Church. Outside the Church there is no salvation. The Inquisition. Galileo. Massacre of Saint Bartholomew. The Edict of Nantes. The Crusades. Papal power in the Middle Ages. The temporal sovereignty of the Popes. The Church and civilization. Individuals and the family before and after Christianity. Family life. Catholic and Protestant nations. The Church and intellectual culture. The Church and higher education. Conclusions.

Required for Seniors. One hour a week. Two points.

CLASSICAL CIVILIZATION

Course 1. Greek Life and Thought. Greek literature in translation. Lectures, assigned readings, reports.

Three hours a week, first term. Three points.

Required for students in the Ph.B. course, elective for all others.

Course 2. Roman Life and Thought. Latin literature in translation. Lectures, assigned readings, reports.

Three hours a week, second term. Three points.

Required for students in the Ph.B. course, elective for all others.

ECONOMICS AND SOCIOLOGY

Course 1. Principles of Economics. An introductory discussion of the laws relating to the production and to the consumption of wealth. The subject matter will be developed by lectures, class discussions, assigned readings and by written reports upon special subjects.

Two hours per week. Four points. Required. Sophomore year.

Course 2. Economic History. The history of Europe and of the United States will be traced with reference to the evolution and to the development of industrial organization and activity. Some of the topics studied will be the English Manor, Guilds, Growth of Towns, Manufactures, the Industrial Revolution, the Factory System, Industrial Combinations and Modern Economic Changes. This course can be correlated with Course 1.

Two hours per week. Four points. Elective.

Course 3. Modern Economic Problems. This course is a concrete, practical discussion of recent economic developments. The subject will be introduced by lectures upon the general principles involved, the interrelation of the topics studied, and upon statistical methods of research. Some of the topics will be: Industrial Organization, Labor and Capital, Trade Unions, Corporations, Trusts, Transportation Systems, and the Industrial Development of the South and West. Each student will choose, for special study, some phase or problem connected with the general economic situation.

Course 4. Principles of Sociology. Social Theory, Structure and Evolution of Society, the Social Process, the Place of Sociology among Sciences, Methods and Problems of Sociology, the Social Population, the Family, the Tribe,

the Town, the State, the Philosophy of History, Nature and Stages of Civilization, Final Conception of Society.

Two hours per week. Required. Senior year. Four points.

Course 5. Social Ideals. A historical and comparative study of ideal commonwealths, typified by Plato's Republic, and by the Utopia of More and works of Campanella, Bacon and other writers.

Two hours a week. Winter Session. Two points.

Elective. Junior and Senior years.

Course 6. Socialism. A study of Socialism as indicated by theories, proposed reforms and experiments of modern socialistic writers. In this course a reading knowledge of French and of German will be of assistance.

Two hours a week. Spring Session. Two points.

GRADUATE COURSES

Course 7. History of Socialism. This course presents an outline of the social movement during the nineteenth century. It then considers the doctrines of the leading French, English, and German exponents of socialism, such as Babeuf, St. Simon, Fourier, Cabet, Proudhon, Louis Blanc, Robert Owen, Thompson, the English Christian socialists, the German "philosophical" socialists, Lasalle and Rodbertus. Special attention is given to the theories of Marx as well as to the revolt against Marxism. Finally, there will be a review of present social movements in the United States and abroad. Lectures, papers, and assigned readings. Two hours.

Course 8. Social Legislation. An investigation of methods and results of recent legislation in American states and European countries, dealing with social problems of the home and standards of living. The chief topics considered are: Marriage and divorce; public poor relief; humane treatment of children; compulsory school attendance; family income and expenditures, including regulations for the protection of savings, such as temporary loans on goods pawned, chattels mortgaged, or salary pledged; sanitation

and health of the household, including regulation of contagious diseases, vaccination, and registration of tuberculosis. Lectures, assigned readings and papers.

Two hours.

Course 9. Fiscal and Industrial History of the United States. The aim of this course is to present a survey of national legislation on currency, finance and taxation, including the tariff, together with its relation to the state of industry and commerce. The topics discussed include: The fiscal and industrial conditions of the colonies; the financial methods of the Revolution and the Confederation, the genesis of the protective idea; the policies of the Federalists and the Republicans; the War of 1812; the crises of 1819, 1825, and 1837; the tariffs of 1816, 1824, and 1828; the distribution of the surplus and the Bank war; the currency problems before 1863; the era of "free trade"; the fiscal problems of the Civil War; the methods of resumption; the new industrial problems; the currency acts of 1878, 1890, 1900; the loans of 1894-96; the tariffs of 1890, 1894, 1897; Spanish War financiering; the crisis of 1907; financing of the recent World War. This course closes with a discussion of the present fiscal and industrial situation.

Two hours through the year.

Course 10. The Labor Problem. This course deals with the following topics: The rise of the factory system; factory legislation; the growth of trade unions, the changes in the law in respect to them; the policies of trade unions; strikes; lockouts; arbitration and conciliation; proposed solution of the labor problem, and the future of labor in the United States.

Two hours.

Course 11. The Trust and Corporation Problem. Special attention is devoted to the trust problem as it presents itself in the United States. The chief topics considered are: The rise and progress of industrial combinations; forms of organization and policies of typical combinations; the com-

mon law and the trusts; anti-trust acts and their results; and other proposed solutions of the problem.

Two hours.

EDUCATION

Course 1. Educational Psychology. The aim of the course is to give a psychological basis for the study of educational theory and practice. The chief topics treated are: Sensation, perception, instincts and instinctive response, attention and interest, habit formation, observation, memory, imagination, conception, judgment, and reasoning, the will, character formation, nature of educational training and discipline.

Text, lectures and assigned readings. Required Freshman year.

Two hours. Four points.

Course 2. History of Education. This course begins with a study of Ancient Education, including the educational history of Egypt, India, Persia, Phoenicia, China, Sparta, Athens, and Rome.

It then considers the educational work of the Middle Ages through the Reformation with special references to the educational aspect of the crusades, the influence of Saracen learning, the rise of the universities, humanism, the educational ideals of the reformers; the educational systems of the Jesuits, Brothers of the Christian Schools, and the Port Royalists. Finally it embraces a study of the educational ideals of educators of the Seventeenth, Eighteenth, and Nineteenth Centuries. Required Sophomore year.

Two hours. Four points.

Course 3. Principles of Education. This course deals with the general theory of education, including such topics as: the social and individual basis of education; the basis for the selection of studies; the classification of studies, their function and relative educational worth, the mental discipline that each should furnish; correlation of studies; function of authority, observation and experiment, hypothesis and analogy, in the getting and explaining of facts;

nature and function of the problem; nature and place of induction in teaching; the means for securing efficiency; the functions of the laboratory and workshop; Hueristic methods; German methods; essentials of ethical training.

Text, lectures and assigned readings.

Two hours. Four points.

Course 4. Methods of Teaching. This course deals with the question of method in general, and with methods in the elementary school in particular. The historical, psychological and philosophical basis of method are considered. Then the five formal steps in the art of teaching will receive careful consideration. Other topics to be discussed are: The Value of Types, Model Lessons, the Curriculum, the Physical Inheritance of the Child, the Recitation, Examinations and the Educational Value of Play. Lesson plans in all of the subjects of the curriculum will be written. Model lessons will be given from these lesson plans. Supplemented by two hours per week of practical teaching. For further information in regard to this course, see "Syllabus of Education—IV, Methods of Teaching."

Two hours. Elective. Senior year.

Course 5. School Supervision and Management. This course is a study of the problems of school administration in different States and in the cities of the United States. In this part of the course, special attention will be given to the school systems of New York State and of New York City. The course also deals with the problem of discipline in the classroom. Truant and industrial schools, child labor and compulsory education laws, and methods of instruction for defective and backward children.

Two hours. Four points. Elective. Senior year.

This course is especially useful to teachers who are preparing to take examinations for different City, High School and State licenses.

Course 6. Special Methods of Teaching. This course deals with the problem of method in the elementary school. It takes up the subject matter of the average elementary

curriculum and then studies methods of teaching arithmetic, algebra, grammar, composition, phonetics, history, civics, geography and physics.

Two hours. Four points.

Course 7. Methods of Teaching English. This course will open with a review of the methods of teaching English in secondary schools. Types of literature, treatment of literary masterpieces, the problem of supplementary reading and of the correlation of the English with the other subjects in the curriculum, will be among the topics studied. The best modern authorities will be used as text-books. Similar courses will be arranged in whatever subjects are required.

Two hours. Four points.

Course 8. Philosophy of Education. A special study of the basic principles underlying educational theory. Some of the topics discussed will be Interest, Correlation of Studies, Psychological and Sociological Bases of the Curriculum. There will be a special study of the fitting of the individual to take her place in the industrial and social worlds.

Two hours.

Course 9. Experimental Psychology.

Two hours.

Course 10. Readings in Educational Psychology. This course offers an opportunity for comprehensive and intensive study of some of the best discussions of educational and psychological problems.

Two hours.

The Teaching of Mathematics. See Mathematics.

Note: A satisfactory record in a 250-hour course of work in this department entitles the graduate, without examination, to a State Certificate. This certificate is a teachers' license for any public school in New York State, with the exception of New York City, Rochester, Troy and Buffalo.

Any graduate who receives the above mentioned State Certificate is eligible to take the New York City examinations for both elementary and secondary schools.

ENGLISH

Course 1-2. This course is devoted to a close study of the four forms of composition—description, exposition, narration, argumentation. Frequent themes will be required. In addition, the course includes readings in Bible literature and standard English prose and poetry. The aim of the course is to give facility in writing and a general knowledge of standards. Prescribed for Freshmen.

Three hours a week throughout the year. Six points.

Course 3. History of English Literature to the Restoration, including an introduction to the study of mediæval literature. Prescribed for Sophomores.

Three hours a week, Winter session. Three points.

Course 4. History of English Literature from the Restoration to the present time, with a short account of the influences of the contemporary continental literatures.

Three hours a week, Spring session. Three points.

Required for sophomores.

ELECTIVE COURSES

The following courses will be open to Juniors and Seniors, unless limitation is indicated.

Course 5. A study of the Historical Development of English Poetry, with consideration of verse forms and meters. Translation from Latin, French and German poetry.

One-half year. Two hours. Four points.

Course 6. The English Novel. History of the rise and development of the English novel from its beginning to the present day.

One year. Two hours. Four points.

Course 7. The Modern Novels. A study of Nineteenth Century fiction, including representative works of English, American, French, German, Russian and Scandinavian novelists.

One-half year. Two hours. Two points.

Course 8. The Drama. The rise and development of the drama from the Mystery Plays through Shakespeare.

One-half year. Two hours. Two points.

Course 9. Shakespeare.

One-half year. Two hours. Two points.

Course 10. The Period of Queen Anne. A study of the principal writers, both in prose and poetry, from the death of Dryden to the death of Swift.

One-half year. Two hours. Two points.

Course 11. The Romantic Movement of the Eighteenth Century. A history of English poetry from 1760 to 1830. Readings from Burns, Wordsworth, Coleridge, Scott, Byron, Shelley, Keats, and others.

One-half year. Two hours. Two points.

Course 12. Nineteenth Century Prose. Carlyle, Ruskin, Matthew Arnold, Newman, Thackeray, George Eliot, and others.

One-half year. Two hours. Two points.

Course 13. Nineteenth Century Poetry. Tennyson, Browning, Mrs. Browning, Matthew Arnold, Rossetti, and later poets.

One-half year. Two hours. Two points.

Course 14. American Literature. Historical development of English literature in America, from its beginning to the present day.

One year. Two hours. Four points.

Course 15. Argumentation (Seniors). Principles of argumentation. Study of Masterpieces. Forensics preceded by briefs.

One-half year. Two hours. Two points.

Course 16. Chaucer's Reading of the Canterbury Tales, with particular study of certain selected tales.

One-half year. Two hours. Two points.

Course 17. Composition. A special course in imaginative writing, especially of short stories and plays.

One-half year. Two hours. Two points.

GRADUATE COURSES

Course 18. Anglo-Saxon. A study of the grammatical forms and structure of the Anglo-Saxon language, with some reference to phonetic changes and variations in dialects.—Reading from the writings of Bede, Alfred, Alcuin, the early anonymous poets, and others.

Two hours. Two points.

Course 19. Beowulf. Translation and study of the social conditions, the religious beliefs, and the legends indicated in this epic.

Two hours. Two points.

Course 20. Chaucer. An advanced study of the language and literary art of Chaucer, with some consideration of the language and literature of his day.

Two hours. Two points.

Course 21. Spencer, Milton, and Dryden. Reading and interpretation of the masterpieces of these poets.

Two hours. Two points.

Course 22. English Prose. From the time of Bacon, More, Lyly, and Sydney to our own day; with special reference to the development of artistic prose style.

Two hours. Two points.

Course 23. The History of English Literary Criticism. An analysis of the theories of literature from the time of Queen Elizabeth to the present, with a consideration also of applied criticism, and of the effect of theory upon the development of literature.

Two hours. Two points.

Course 24. World Literature. An interpretative study of Homer's "Odyssey," Dante's "Divina Commedia," Milton's "Paradise Lost," and Goethe's "Faust."

Two hours. Two points.

Course 25. Seminar. The English Drama. Special problems in the history of the stage, dramatic theory and dramatic art.

Two hours. Two points.

Course 26. Seminar. The English Lyric. Special problems in history of versification, and in the various forms of the lyric.

Two hours. Two points.

Course 27. Methods of Teaching High School English.

ORAL ENGLISH

Course 1. The Mechanics of Voice and Speech. Breathing exercises, vocal gymnastics, practical English phonetics. The correction of faults in tone (nasality, high pitch, breathiness, throatiness) and localisms and sluggishness in speech.

The aim of this course is to establish correct vocal and speech habits for daily use, as well as for public speaking.

One hour a week throughout the year. Two points.

Required for Freshmen.

Course 2. Elementary Elocution. A study of the principles of good reading aloud with special reference to phrasing, inflection, and emphasis.

Elective. One hour a week. Two points

Course 3. Advanced Elocution. A study of the emotional element in speech and practice in the vocal forms through which it finds expression: utterance, quality of voice, force, pitch and time.

Elective. One hour a week. Two points.

Course 4. Practical application of the principles studied in courses two and three to the oral presentation of types of literature such as the oration, the essay, lyric poetry, and dramatic narrative in prose and verse.

Elective. One hour a week. Two points.

Course 5. Advanced Technical Course. Vocal physiology and a study of the cause and cure of faults in tone.

Advanced Phonetics. The aim of this course is to fit students for the teaching of speech either in the grades or in high schools and colleges.

Open to Juniors and Seniors. One hour a week.

Two points. Given in 1919-1920 and in 1921-1922.

Course 6. Browning—Lyrics and Monologues.

Each student will be required to prepare one monologue for public presentation.

One hour a week. Two points.

Given in 1920-1921 and in alternate years thereafter.

Course 7. The Drama. Readings and rehearsals of scenes from the classic and modern drama. A study of the principles underlying the art of acting. The aim of this course is to fit students to direct plays for school production.

Elective. One hour a week. Two points.

Given in 1920-1921 and in 1922-1923.

Course 8. The English Lyric.

Readings and recitations. Each student will be required to prepare a program suitable for public presentation.

Elective. One hour a week. Two points.

Given in 1919-1920 and in 1921-1922.

FINE ARTS

Course 1. The History of Architecture. 1. Introduction—Technical terms; principles of architectural design. Materials and functions of architecture. 2. The Monuments of Egypt—Egyptian civilization. The Pyramid builders. The ruins of Thebes and Memphis. 3. Architecture in Western Asia—Arabian archæology; temples and fortresses. Temples, tombs and palaces of Chaldea, Assyria, and Persia. Phœnician monoliths: the colonies of Phœnicia. 4. Architecture in Ancient Greece—the heroic age in Greece and Mycenæan civilization. Characteristics of Grecian architecture; the three orders. The periods of Phidias, Praxiteles and Alexander. 5. The Architecture of Ancient Rome—Etruscan art: its relation to Greece and Rome. Architecture during the reigns of the Etrurian Kings. Rome under the Cæsars. 6. Early Christian, Byzantine and Romanesque Architecture—Catacombs: Early Christian Basilicas. Peculiar characteristics of Byzantine architecture. The system of Romanesque architecture. 7. Saracenic

Architecture—Characteristics: Its mural decorations. Its monuments: In Egypt, Persia, Turkey, Spain, and Morocco. 8. Gothic Architecture—Its constructive and decorative ornamentation. The birth of the Gothic cathedral. Typical cathedrals and their history. 9. The Renaissance Architecture—The Three Schools of the Italian Renaissance. Renaissance Architecture in Northern and Western Europe. The decadence of Renaissance Architecture in the Seventeenth and Eighteenth centuries. The classic revivals in Europe. 10. Recent Architecture in Europe—Modern conditions. The Victorian Gothic of Great Britain, France, Germany, Austria and Italy. 11. Architecture in the United States—Its historical development. Recent architecture: French influence.

Two hours throughout the year. Four points.

Course 2. An Introductory Course in the History of Ancient, Classic and Modern Art. Reference Books: D'Anvers' "History of Art"; Lübke's "History of Art"; Fergusson's "History of Architecture"; Perry's "Greek and Roman Sculpture"; Woltmann and Woermann's "History of Painting."

Two hours. Winter session. Two points.

Course 3. The Important Part Played by the Catholic Church in the Development of Art. 1. Ecclesiastical Architecture of the Middle Ages—The Church as Art Patron. The Monks as architects. Cathedrals and cloisters of the South of France. Gothic cathedrals and their ideal beauty. 2. The development of Christian sculpture. Rude symbols, church statuary and picturesque reliefs. The Pisan School of the Fourteenth Century. The chiseled stone work of the cathedral builders. Italian sculpture of the Renaissance. Religious sculpture in Spain. 3. The Birth of Religious Painting. The Christian Byzantine artists. Characteristics and traditions of Christian art. Mosaics and manuscript illuminations in the monasteries. The influence of St. Francis and St. Dominic. The Florentine School: Cimabue, Giotto and Fra Angelico. The Church of St. Francis at

Assisi and the Campo Santo at Pisa. 4. The Renaissance—The Fifteenth Century: Position of painting in the lives of the people. Precursors of the great masters: The Schools of Umbria and Florence. The greatest masters of the Renaissance: Leonardo da Vinci, Michael Angelo and Raphael. Religious paintings of the Venetian School. 5. Murillo and the Religious Element in Spanish Art. 6. The Religious Art of the Seventeenth Century. 7. The Art Treasures of the Venetian Museum.

Two hours. Spring session. Two points.

Course 4. Art in the Far East. 1. Christian art in the Orient—Armenia and Russia. 2. Oriental Art in India, China and Japan—The art of the Hindus. India under the great Mohammedan conquerors. Buddhist Art in Chinese cities. Art expression in Japan.

Two hours. Two points.

Course 5. Drawing in outline from objects, casts and from life.

Course 6. Drawing in light and shade from casts and from life. Painting from still life.

Course 7. Drawing and painting from life modeling. Elements of composition. For students who have taken Course 6.

Course 8. Drawing and painting from life; landscape painting; modeling; advanced composition.

Course 9. The History of Painting. 1. Introduction. Origin: Archæological discoveries. The conventions of painting. The "Old Masters." 2. Painting in Egypt and Western Asia—The best period of Egyptian decorative art. Mural paintings in the tombs. The pictorial art of Western Asia. 3. Painting in the Classical Period—The varieties of classic art in color. The four epochs in painting in Greece. Vase painting in Greece and in her colonies. Mural paintings found in Etruscan tombs. The Græco-Roman School: Pompeii and Herculaneum. Landscape painting under the Roman Empire. Degeneration of classic art. 4. Early Christian painting. Paintings in the Catacombs and Chris-

tian cemeteries of Rome and Naples. Byzantine details and ornamental system: The history of Mosaic decoration. The Mosaics of Rome and Ravenna. 5. Renaissance painting in Italy—The beginnings of Italian painting as a fine art. The three centers: Siena, Pisa, and Florence. Cimabue and Giotto: the Giottoesque. Giotto's influence on the Fourteenth Century. Impetus given to painting by the goldsmith's art. Development of the Renaissance. The greatest masters of Renaissance painting. The great Venetian colorist. Decadence: The Eclectic and Naturalistic Schools. 6. The Renaissance in Northern and Western Europe. Painting in Germany and the Netherlands. The Dutch School. The influence of Venetian art in Spain. The great painters of Spain. 7. The Evolution of French Painting. Book illumination and glass painting of the Fourteenth Century. The influence of the Italian Renaissance. Development of Landscape painting. Fontainebleau-Barbizon School. 8. Painting in England—Early attempts in decoration and painting. Influence of foreign schools on English art. Period of English development: the Eighteenth Century. Painters of the true English School. The Landscape painters. Victorian art: The Pre-Raphaelite Brotherhood. The Scottish School of Painting. 9. Painting in America—Conditions governing American art: Its historical development. French influence: Landscape and marine painters. American masters of painting. 10. Paintings in the Museums of Europe and America.

Two hours throughout the year. Four points.

Course 10. The History of Sculpture. 1. Introduction—Varieties; materials; technical processes. Drapery and color in sculpture. Favorite subjects in different nations and ages. Primitive sculptures of Asia, Africa and America. 2. Egyptian Sculpture and Design. Three periods of Egyptian sculpture. Themes and characteristics of Egyptian sculpture. The Lotus, mother of ornament. 3. Sculpture in Western Asia—Chaldean mythology: Assyrian bas-reliefs. Persian remains. Phœnician and Cypriote sculpture.

4. The Rise and Progress of Greek sculpture. Classic myths as illustrated in Greek sculpture. The four periods of Greek sculpture characterized. The schools of Rhodes and Pergamos. Causes of the decadence of Greek sculpture. 5. Sculpture in Rome—Etruscan and Greek sculpture among the Romans. The bronzes of Herculaneum and Pompeii. Roman portrait sculpture. Historic and decorative reliefs. 6. Development of Christian sculpture. Early Christian sculpture: Statuary; sarcophagi. School of Byzantium: Ivory carving; metal work. 7. Sculpture and Ornament of the Renaissance. Importance of the Italian revival. The Pisan School of the Fourteenth Century. The Florentine School of the Fifteenth Century. The great masters of Florentine sculpture. 8. Modern Sculpture of the Seventeenth and Eighteenth Centuries—Students of the antique. General art study and criticism. Decadence of sculpture. 9. Nineteenth Century Sculpture and its Aspirations—National Development in France, England and America. American monumental sculpture. 10. Sculpture in the Museums of Europe and America.

Two hours throughout the year. Four points.

FRENCH

FRENCH LANGUAGE AND LITERATURE

Course 1. Elementary Course. Thorough study of French grammar. Pronunciation and easy reading. Memorizing and Dictation. Course in phonetics. Open to students who did not offer French at entrance.

Three hours a week. Six points.

Course 2. Intermediate Course. Grammar, prose composition and reading of selected texts. Course in phonetics. Conversation, idioms.

Three hours a week. Six points.

Course 3. History of French Literature in the Sixteenth Century. In this course the literature of the Renaissance will be especially emphasized. Lectures and class work in French conversation and French composition.

Three hours a week. Six points.

Course 4. History of French Literature in the Seventeenth Century. Two periods: 1600 to 1660, and after 1660. Lectures in French. Critical reading. Conversation and French composition.

Three hours a week. Six points.

Course 5. History of French Literature in the Eighteenth Century. Its influence on modern thought and European Romanticism. Lectures in French. Conversation. Critical reading of texts representing the literary movement of the century.

Three hours a week. Six points.

Course 6. History of French Literature in the Nineteenth Century to the Present Time. This course will include the Romantic movement and the reading of the works of Chateaubriand, Hugo, Lamartine, de Musset and de Vigny. Class work in French.

Three hours a week. Six points.

Course 7. The French Novel in the Eighteenth Century. Lectures in French and reports on the works of Le Sage, Diderot, Prévost and Bernardin de Saint-Pierre. Conversation.

Three hours a week. Six points.

Course 8. Methods of Teaching French in Secondary Schools. Discussion of the various methods employed. Reports on assigned topics.

One hour. Two points.

GRADUATE COURSES

Course 9. Old French. Reading and discussion of selected texts. Important works in the Old French Period.

Course 10. Old provençal, selected readings of the works of the Troubadours.

Course 11. Old French dialects. Study of the development of the dialects. Lectures and reports.

Course 12. French Romanticism. Critical reading of selected texts. Lectures and class work in French.

Course 13. Special topics in Sixteenth and Seventeenth Century literature. Lectures in French. Critical reading. Reports.

Course 14. Special topics in Eighteenth Century French literature. Lectures in French. Readings, reports.

Course 15. Special topics in Nineteenth Century French literature. The French novel. Lectures and class work in French.

Course 16. Sources and development of French comedy. This course traces the influence of Spain and Italy on writers of comedy in French as illustrated in the works of Corneille and Molière.

GEOLOGY

Course 1. General Geology. The lectures are devoted mainly to the presentation of the following topics: The earth and its genesis; history and origin of the larger physiographic features; vulcanism; rocks and rock formation; coral islands; constructive and destructive work of winds, water, ice.

Lectures, assigned readings, field work, reports.

Three hours a week throughout the year. Six points.

Course 2. Historical Geology. The course begins with a survey of the geologic periods, and then proceeds to a careful consideration of the different stages in the earth's history, and of the problems connected with the most important events in the development of the earth. During the course considerable time will be given to the examination of type fossils and to studies in organic and structural development.

Two hours a week throughout the year. Four points.

Course 3. Physiography. The lectures first deal with the character and action of the forces which control the landscape; subsequently the features produced by these physiographic processes are treated; finally, physiographic regions are discussed.

For field work, excursions are made into the immediate neighborhood. On all excursions a mapping of significant

features is accomplished, and reports of the areas covered are required of the students.

Three hours. Winter session. Three points.

GERMAN

Course 1. Elementary Course. Pronunciation, grammar and easy reading. Intended for students who have no previous knowledge of German.

Three hours, throughout the year. Six points.

Course 2. Prose reading of selected texts. German Lyrics and Ballads and Goethe's "Hermann and Dorothea" will be read. Study of German syntax and translations of more difficult passages from German and English.

Three hours, throughout the year. Six points.

Course 3. Narrative and dramatic exercises in German Composition. Schiller's life and works. Wallenstein will be read. Private reading: Wilhelm Tell or Maria Stuart.

Three hours, throughout the year. Six points.

Course 4. Critical reading of modern German authors. German Grammar and Prose composition. The course in critical reading consists of translations of modern German prose and verse. Selections from Goethe's "Wahrheit und Dichtung" are used in the first semester, and Goethe's "Iphogenie and Tasso" in the second semester. For translation of English into German, Whitney and Straebe's Advanced German composition is used.

Three hours, throughout the year. Six points.

Course 5. Faust-Legend and similar legends in medieval and modern literature. Goethe, Faust (first and second parts).

Three hours, throughout the year. Six points.

Course 6. Recent writers. Characteristic dramas, novels and lyrics representative of present-day literary movements.

Three hours, throughout the year. Six points.

Course 7. Teachers' Course. The most approved methods now employed in the teaching of modern languages,

with discussion of reports on assigned topics. Open to Seniors who expect to teach German in secondary schools.

One hour, second semester. One point.

GRADUATE COURSES

Course 8. History of the German Language. The object of this course is to trace from their origin up to the present time the grammatical forms and the subsequent phonetic and morphological changes of the High German language. Special attention will be drawn to the peculiarities of each period of the language and to the growth of modern German as a literary medium. Selected texts, typical of the several epochs, will be read and explained as illustrative material.

GOTHIC

In the first part of this course there will be made a thorough drill on grammatical inflections, together with a study of the phonetic conditions in the Gothic dialect. Braune's *Gotische Grammatik* will be used, and the extracts there given from the Bible translation of *Ulfilas* will be used in connection with Braune's book. Etymology, with the aid of Uhlenbeck's "*Etymologisches Wörterbuch der gotischen Sprache*" and Kluge's "*Deutsches etymologisches Wörterbuch*" will receive careful attention.

OLD HIGH GERMAN

This course will be introduced by several lectures dealing with the East and West Germanic groups of dialects for the purpose of choosing by comparison the peculiarities of each and of determining the position of High German amongst them. The course will be then continued by a careful study of old High German phonology and accentuation on the basis of Braune's "*Althochdeutsche Grammatik*" together with readings in Braune's "*Althochdeutsches Lesebuch*."

MIDDLE HIGH GERMAN

The study of Middle High German phonology and accidence as contained in Paul's "Mittelhochdeutsche Grammatik" will form an essential part of this course. The course, however, is not purely linguistic, for combined with it there will be given a survey of German literary activity during the Middle High German period, and for this purpose a rather detailed study will be made of Hartman von Ane's "Der Arme Heinrich," extracts from Walter von der Vogelweide and from Lachmann und Haupt "Des Minnesangs Frühling."

Course 9. German Literature. This is a general course and covers the field from the earliest time down to the present day. Its object is to acquaint the student with the characteristics of the various tendencies and developments in German literature, thought and culture, their problems and their solutions. The political and social ideals together with the religious conceptions of the German people will receive special attention. The work consists chiefly in lectures and discussions, though special readings will be assigned from a number of standard works on the subject, and Max Muller's "German Classics," and Thomas' "Anthology" will be used as illustrative material.

Course 10. From Gottsched to Herder (1720-1770). The course will be introduced by a general survey of German literature during the latter part of the Seventeenth and the beginning of the Eighteenth Centuries. Careful attention will then be given to the rise of literary criticism, especially as it was revealed in the struggle between Gottsched and the Swiss school. The life and ideals of the more important Bremer Beiträger will be studied and discussed in order to gain an estimate of their place in the general tendencies of the times. While the above is an essential part of the course, the chief stress will be placed upon Klopstock, Lessing and Wieland. This is a lecture course, but much reading is expected and certain topics will be assigned to

the members of the class for the purpose of special investigation.

Course 11. From Herder to Schiller's Death (1770-1805). After a short survey of the conditions of German literature immediately preceding the period named, the course will first deal with the so-called Storm and Stress period. The influence of Shakespeare, Ossian and others will be pointed out and the development of this movement, illustrated in the works of its principal representatives, will be studied. Goethe before and after his Italian journey with its results; his subsequent co-operation with Schiller; the productions of each during their short but important period of friendship will receive detailed attention. Lectures, readings and topics assigned for further investigation.

Course 12. The Romantic School. The Romantic "School." e. g., the Catholic and literary tendencies and ideals of this movement with its critical aspects and an estimate of its specific position in German literature will be discussed. The works of its typical representatives along the lines of the drama, the novel, the fairy tale, the folk-song and lyrical poetry will be considered. The influence of Romanticism upon German culture will form an important part of the work. Lectures, readings and discussions.

GREEK

Course 1. Lysias. Selected Orations. Plato, Apology and Crito. Translation at sight from **Phaedo** and the Symposium of Xenophon. Selections from Memorabilia. Written exercises in syntax and translation from English into Greek.

Three hours, throughout the year. Six points.

Course 2. Demosthenes. Oration on the Crown. Lectures will be given on the development of oratory. These will be supplemented by Jebb's Selections from the Attic Orators.

Open to students who have completed Course 1.

Three hours. Winter session. Three points.

Course 3. Homer. Selections from the Iliad and from the Odyssey. Rapid reading. Lectures on Homeric life and antiquities; origin of Epic Poetry; the Homeric question.

Open to students who have completed Course 1.

Three hours. Spring session. Three points.

Course 4. Greek Drama. Reading and criticism of selected dramas of Æschylus, Sophocles, Euripides, Aristophanes. This course is designed to give a general view of Greek drama, both tragedy and comedy. A special study.

HISTORY

Course 1. General European History. The aim of this course is to give a general outline of the development of Western Europe from the decline of the Roman Empire to the last quarter of the Nineteenth Century. It includes a study of the principal institutions of the Middle Ages, such as the Church, Feudalism and the Mediæval empires, followed by a study of the Renaissance, the Reformation, Religious and Political Wars and the development of modern states. Required of all Freshmen.

Three hours, throughout the year. Six points.

Course 2. English History. From the Anglo-Saxon conquest to the present time. Special treatment of the growth of the constitution, the monarchy, the revolutions of the Seventeenth Century, the expansion and development of democracy.

Two hours, throughout the year. Four points.

Course 3. The French Revolution and the Nineteenth Century. The political history of Europe since 1789. Spread of democratic principles; growth of the present political institutions of Europe. Achievements of national unity in Germany and in Italy. Colonial policies and problems of England, France, Germany, and Russia, and political development in Eastern Europe and in Asia and Africa.

Two hours, throughout the year. Four points.

Course 4. History of the United States from 1787. A study of the formation and development of the Constitution of the United States, with special reference to controlling forces, such as the organization of parties, and the growth of democracy, the rise of the slave power, the political effects of the development of the West. Open to Juniors and Seniors.

Three hours, throughout the year. Six points.

Course 5. American History. (a) Age of Discovery and Conquest. (b) The American Revolution. American history, including the period of the Revolution.

In the first semester, the discovery and exploration of the American continents, by the Spanish, English and French, will be treated in detail; to be followed by a study of the contest between the European powers for control in the New World. The second semester will be devoted to a careful consideration of the American Revolution, the causes which led to it, and the results produced by it, in the Old World, as well as in the New World.

Three hours, throughout the year. Six points.

Course 6. Civil Government in the United States. This course embraces the following topics: Early American Government, such as the township and the county; the Government of the Colonies; the Tendency to Union; the Establishment of Self-Government; the Articles of Confederation and their Failure; the Philadelphia Convention and the Federal Constitution; the Principles Underlying the American Federal Government, with special reference to Hamilton's "Federalist" and Madison's "Journal"; State Government and its Relation to the Federal System.

Three hours, throughout the year. Six points.

Course 7. Contemporary History. Introductory lectures on England, Germany and France from the Congress of Vienna to the Franco-Prussian War. The Balkan situation during the greater part of the Nineteenth Century will also receive considerable attention. The commercial and economic expansion of Germany are carefully traced, and the

diplomatic history of the chief European nations will be considered as a background for the causes of the Great War.

GRADUATE COURSES

Course 8. History and Development of the Constitution of the United States. This course aims to trace the chief features of the United States Government from its origin down to the present day. Historical events which determined certain usages will be pointed out and explained. The unsuccessful experiments in American Government prior to the present Constitution will be discussed, followed by a detailed study of the Philadelphia Convention on the basis of Madison's Journal and Hamilton's Federalist. The organization of the federal government, state powers, the supremacy of federal government and other pertinent subjects will be considered. This will be followed by a comparative study of some of the leading constitutions of Europe, attention being drawn to the point of difference, and especially to the English Cabinet system as compared with the Presidential system of the United States.

Lectures, discussions and assigned readings. Fiske Civil Government in the United States; Beard, American Government and Politics; Ashley, the American Federal State; Bryce, The American Commonwealth; Merriam, A History of American Political Theories; Fairlie, The National Administration of the United States; Burgess, Political Science and Constitutional Law; Beard, Readings; Reinsch, Readings; Thorpe, The Federal and State Constitutions.

Course 9. The French Revolution and the Napoleonic Era. The essential causes of the French Revolution, viz., the survival of Feudalism, political and social abuses, and the economic evils of France, will be discussed together with the growth of the revolutionary spirit which resulted from the writings of Voltaire, Rousseau, Montesquieu and the Encyclopedists. Attention will be directed to some of the reform measures suggested by Furgot, Necker, and

Calonne; to the reason of the failures of these measures, while the progress of the Revolution to the fall of Robespierre will be made the subject of special consideration.

The second half of the course will embrace a detailed study of France after the Revolution; the part which Napoleon played towards the end of it; his campaigns to Italy and Egypt, and the importance of the Peace of Campo Formio; Bonaparte as Consul; the reconstruction of French institutions, such as the Legion of Honor; Napoleon as Emperor; his subsequent campaigns; the various revolts against him, and his final downfall. The effect of Napoleons's achievements upon the rest of Europe together with an estimate of his character and his place in history will receive a careful consideration.

The course will be given in lectures, but special topics will be assigned to the several members of the class to be reported on orally or in writing. Lowell, *The Eve of the French Revolution*; Mathews, *The French Revolution*; Perkins, *France under Louis XV*; Stephens, *The French Revolution*; Cambridge Modern History, Vol. VII; Fournier, *Napoleon*; Johnson, *Napoleon*; Rose, *The Life of Napoleon*; Cambridge Modern History, Vol. IX; Seignobos, *Political History of Europe since 1814*.

Course 10. American History from 1829 to 1865. This course aims to trace the various social and political ideals during the period named, especially the Jacksonian Epoch in its various phases and results; the conflicts between these ideals, the men who were engaged and the measures which were employed in an effort at their solution; the ultimate solution itself together with its results upon the nation as a whole.

Territorial growth, commercial expansion, and industrial progress will receive considerable attention, though the chief emphasis will be placed upon the political aspect of this particular era. Lectures, topics and collateral reading. Burgess, *The Middle Period*; Vise, *Seven Decades of the Union*; Sparks, *Expansion of the American People*;

Siebert, *The Underground Railway*; Wilson, *Rise and Fall of the Slave Power*; Ormsby, *History of the Whig Party*; Rhodes, *History of the United States from the Compromise of 1850*; Hart, *American History Told by Contemporaries*; MacDonald, *Select Documents 1776 to 1860*; Orations, and Congressional Debates.

Course 11. Method of Historical Research. This course will deal with a consideration of historical materials, such as stones, monuments, coins and documents; the external and internal evidence of these materials; Relics and their interpretation; Oral Tradition; Forged Documents; Error; the method of how to determine the author; with the sciences auxiliary to History (*Hilfswissenschaften*) such as Paleography, Diplomatics, Chronology, Heraldry, Genealogy and Historical Geography. This will be followed by a discussion of some of the great historical writers and their method of writing History, and by an outline of the development of historical study as a science.

The work will be given in lectures supplemented by a display of historical materials and the assignment of reference readings from such works as those of Pathof, Retberg, and others.

Course 12. History of the Church. The course begins with a survey of the Greco-Roman period and the spread of Christianity, and then takes up the work of the Church during the Middle Ages, covering particularly the following topics: Conversion of the barbarian nations; monasticism; The Temporal Power of the Pope; The Holy Roman Empire; Scholasticism; Crusades; Greek Schism; Western Schism; Development of Christian Art. The modern period begins with the Renaissance and then proceeds to a consideration of the following topics: Protestant Reformation; Catholic Reformation; Council of Trent; Jansenism; Gallicanism; Josephism; the Papacy in the Nineteenth Century; the Papacy in the Twentieth Century.

One hour a week throughout the year. Two points.
Prescribed for Juniors.

HYGIENE

Course 1. A course in personal hygiene.

One hour a week throughout the year. 2 points.

Prescribed for Freshmen.

ITALIAN

Course 1. Grammar and drill on pronunciation. C. H. Grandgent's Italian Grammar is used. Stories by Tagagaro and several plays of Goldoni and Mangoni will be used.

Juniors and Seniors only.

Three hours, throughout the year. Six points.

Course 2. Italian composition. Italian classical literature. The sonnets of Petrarch and selections from the Divina Commedia will be studied. C. H. Grandgent's Italian composition is used for the work in composition.

Three hours, throughout the year. Six points.

LATIN

Course 1. Selections from Livy (Burton).

The chief aim of this course is to train students to read Latin with ease. To this end word-order, particles, mode, and tense are carefully studied; reading at sight is frequent. Collateral reading in Roman History is required. The subject-matter is informally discussed and made the topic of occasional papers.

Latin Composition (Gildersleeve & Lodge).

One-half year. Three hours. Three points. Required Freshman year.

Course 2. Horace's Odes and Epodes (Smith). Study of metres, style and personality of Horace. Special attention is given to mythological, historical and geographical allusions. Some of the more famous Odes are committed to memory. Latin Composition.

One-half year. Three hours. Three points. Required Freshman year.

Course 3. Selections from Latin Poets (Crowell). Attention is given to the tendencies of the age and the influ-

ence of the Alexandrian School as exemplified in the selections read.

One-half year. Three hours. Three points. Elective for Sophomores.

Course 4. Selected Letters of Cicero and Pliny.

Three periods in Cicero's life are considered: the years immediately preceding his exile; his course at the beginning of the Civil War 49 B. C.; his conduct from Caesar's death to his own. The characters of Caesar and Pompey, and their part in the fall of the republic are discussed.

The main object of the study of Pliny's correspondence and relations with Trajan, is to present a picture of life and manners at Rome under the early empire. Each student presents two or more papers, giving the results of independent reading.

One year. Three hours. Six points. Elective for Sophomores.

Course 5. Plautus and Terence.

The origin, development, and characteristics of Roman comedy are studied. Attention is given to the peculiarities of archaic and colloquial Latin and the reading of the simpler metres. There are lectures and reports on such topics as the theatre, stage and actors.

One-half year. Two hours. Two points. Open to students who have had Courses 1, 2, 3 and 4.

Course 6. Juvenal. Martial.

Considerable portions of the authors are read and studied with reference to their literary art and as portraying the state of Roman society under the early empire. Papers on assigned topics.

One-half year. Two hours. Two points. Open to students who have had Courses 1, 2, 3 and 4.

Course 7. History of Roman Literature (Fowler). A survey of Roman Literature from the earliest times to the end of the silver age. Assigned readings of the more important authors.

Course 8. Tacitus. Annals, with studies in Roman Political Institutions (Abbott).

One-half year. Two hours. Two points.

Course 9. Advanced Latin Prose. The Latin idiom and essential differences between English and Latin modes of expression are studied.

One year. Two hours. Four points.

Course 10. Virgil's Æneid. This course is intended for advanced students. The aim will be to present the first six books of the Æneid as a masterpiece of epic poetry. Some attention will be given to the last six books also, that the purpose and unity of the Æneid as a whole may be made clear.

Two hours. Four points.

Course 11. History of Roman Literature. This course presents a complete survey of, and introduction to the history of classic Roman literature from Livius Andronicus to Gellius.

Two hours. Lectures and assigned readings. Four points.

MATHEMATICS

Course 1. Solid Geometry. This course includes the subject matter presented by standard college texts: theorems and problems relating to lines and planes in space, polyhedrons, cylinders, cones, frustra, spheres, spherical triangles and segments. Original exercises in the computation of areas and volumes and in the properties of planes and solids are required to test the student's grasp of the subject.

Two hours per week. Four points.

Open to Freshmen and Sophomores.

Course 2. Advanced Algebra. A thorough preparation in quadratics is prerequisite for this course which includes progressions, permutations and combinations, mathematical induction, logarithms, series, undetermined coefficients, continued fractions, determinants, theory of equations, equations of higher degree, graphing, scales of notation.

Three hours per week. Winter session. Three points.
Prescribed for Sophomores.

Course 3. Trigonometry. Plane and Spherical. This course includes in order the measurement of angles, the trigonometric functions, the solution of right triangles, trigonometric equations, inverse functions, solution of oblique triangles and applications to surveying, spherical triangles and applications to astronomy and navigation.

Three hours per week. Spring session. Three points. Prescribed for Sophomores.

Course 4. Analytical Geometry. This course presupposes a knowledge of algebra through quadratics, plane and solid geometry and trigonometry, and comprises the analytical investigation of loci and their equations, the straight line, the circle, the parabola, the ellipse, the hyperbola, loci of the second order, polar co-ordinates and higher plane curves; in solid geometry the point, the plane, the straight line and surfaces of revolution are treated in the order named.

Two hours per week. Four points. Elective. Junior and Senior years.

Course 5. Differential Calculus. The aim of this course is to present the fundamental concepts and methods of the differential calculus in a manner adapted to enable the student to understand the importance of the calculus as an instrument of investigation and the excellence of the calculus as typifying a higher mode of thought and reasoning. This course includes the differentiation of functions, successive differentiation, differentials, implicit functions, series, expansion of functions and Taylor's theorem, indeterminate forms, maxima and minima of function of one variable, partial differentiation, change of the variables, maxima and minima of functions of more than one variable, concavity and convexity, contact and curvature and applications to motion, surfaces and twisted curves.

Two hours per week. Four points. Elective. Junior and Senior years.

Course 6. Integral Calculus. A continuation of Course 5. Derivation of formulae of integration, applications of in-

tegration, rational functions, irrational functions, trigonometric functions, integration by parts, by substitution, by summation, the definite integral, application to curves and volumes, successive integration, applications of double integration, applications to the physical properties of solids, and a study of hyperbolic functions, the cycloid, the trochoid, epicycloid and hypocycloid.

Two hours per week. Four points. Elective, for Juniors and Seniors.

Course 7. Theory and Practice of Teaching Mathematics in Elementary and Secondary Schools. The substance of this course consists of lectures, discussions and private teaching in all grades of elementary and secondary schools. The purpose of this course is to place before the prospective teacher the psychological principles underlying the teaching of all branches of elementary mathematics and to discuss the best methods of presentation in the light of past experience and modern investigation. To this end the best texts are read and subjected to critical analysis.

Two hours per week. Four points. Elective. Junior and Senior years.

Course 8. Theory of Numbers. This course comprises a study of rational numbers, real numbers and complex numbers, with an introduction to symbolic logic.

Two hours per week.

Course 9. Higher Algebra. The chief topics considered in this course are: polynomials, linear dependence, linear equations, matrices, invariants and quadratic forms.

Two hours per week.

Course 10. The History of Mathematics. This course embraces a study of the origin and historical development of the elementary branches of mathematics, and a review of the rise and growth of the higher mathematics. It includes such subjects as: The knowledge and development of mathematics among the Egyptians, Greeks, Romans and Arabs; the introduction of the Arabic system of notation into Europe; the rise and progress of the higher mathematics, chiefly in the Nineteenth Century.

Course 11. Advanced Calculus. Among the topics included in this course are: Differential equations, definite integrals, Fourier series, elements of elliptical integrals.

Course 12. Solid Analytical Geometry.

Course 13. The Teaching of Mathematics. The purpose of this course is to present the psychological principles underlying the teaching of elementary mathematics, chiefly arithmetic and elementary algebra. The teaching of mathematics in secondary schools is also briefly considered, including an examination of old texts on algebra, and geometry, and a discussion of the latest and best text-books on these subjects.

Course 14. Differential Geometry. The first part of this course deals with the application of calculus to the theory of curves in the plane and in space; the second part treats of the general theory of surfaces.

Course 15. Theory of Functions of a Real Variable. This course presupposes at least one year's study of calculus. Fundamental questions are examined with some degree of rigor, such as the definition of a function, convergence towards a limit, continuity, integrability, the existence of derivatives, representation by means of Taylor's series and trigonometric series.

Course 16. Seminar in Arithmetic and Algebra. This is a research course and is required of all candidates making mathematics a major subject for advanced degrees. Admission to this course presupposes the ability to read Latin, German and French.

Course 17. Theory of Equations.

Course 18. Descriptive Geometry.

Course 19. Projective Geometry.

MUSIC

Course 1. Theory of Music. This course covers one year and embraces the fundamentals of music, rhythm, signs, forms, embellishments, notation and laws of acoustics.

One hour. Two points.

Course 2. This course deals with the fundamental principles of melody, harmony and rhythm. The ability to think musically will be developed through exercises in ear-training and dictation. This course includes the study of triads and their inversions, seventh and ninth chords, non-harmonic tones and simple modulations. It involves harmonizing both given bases and given melodies. For students who have taken Course 1 or its equivalent.

Two hours a week. Four points.

Course 3. Advanced Harmony and Elementary Form. A continuation of Course 2, and takes up the study of altered chords, remote and enharmonic modulating, non-harmonic tones, organ points and parenthesis chords. Analysis of passages from the works of the great composers is undertaken—a study of the principles of the simpler musical forms is made, or original melodies are harmonized. Open to students who have completed Course 2.

Two hours. Four points.

Course 4. Elementary Musical Composition. A course in the application of harmonic principles to practical problems in writing.

One term. Two hours. Two points.

Course 5. Elementary Counterpoint. In this course the principles of harmony are applied to the treatment of two or more melodies in combination. A study of the various orders of strict counterpoint leads to exercises in the free harmonization of chords in choral figuration and in string quartet writing. Open to students who have completed Course 3.

One term. Two hours. Two points.

Course 6. Musical Interpretation. A study of musical aesthetics and principles of interpretation, including performance of works of the principal composers for piano, organ, voice, or violin by members of the class under the criticism of the instructor.

Two hours. Four points.

Course 7. Theory and Practice of Teaching Music. In this course special emphasis is placed upon the teaching of music in elementary schools.

One hour a week. Two points.

Course 8. History. General history of music and musicians, with special emphasis on the great masters.

One hour a week. Two points.

Course 9. Musical Appreciation. A 30-hour Lecture Recital course in appreciation of music as a fine art. Subjects of the lectures as follows: Music As a Human Need; The Beginnings of Music; The Composer's Work Shop; The Classical and the Romantic Art in Music; The Contrapuntal Style; Chamber Music; The Orchestra; Brief History of the Piano; The Revolutionary System of Beethoven and the Sonatas; Chopin, the Poet, Moods and Pictures; Folk Music; The Folk Song vs. The Art Song; Schumann, the Literary Composer; Liszt and the Development of the Keyboard to Its Utmost Technical Capacity; MacDowell, the Painter in Music, His Pictures of Nature and Famous Poems.

PRACTICAL COURSES

Private Work

Only candidates for the degree of Bachelor of Music receive credit for practical courses in music. The courses are open without credit to students in other courses.

In computing hours, six hours a week of lessons and practice count as two hours.

Course 1. Pianoforte. General course, including technique, studies and pieces, adapted to the proficiency of the student. Open to all students.

One or two lessons a week.

Course 2. Harp. Study includes correct position at the instrument, deep breathing, grace and freedom of arm movements, elementary harmony, technical exercises by recognized authorities, repertoire from the works of modern composers.

One or two lessons a week.

Course 3. Violin Studies for Bowing Intonation, Technique and Interpretation. Concert pieces, sonatas and concertos from the German, French and Italian schools.

One or two lessons a week.

Course 4. Voice. General course in voice development, technique and interpretation; progressive vocal exercises, songs.

One or two lessons a week.

Course 5. Sight-singing. Class drill with modulator, and in staff notation, with attention given to ear training, tone production and enunciation. This course does not count toward a degree.

PHILOSOPHY

Course 1. Logic. Cursory review of history of Philosophy: Its definitions, excellence, influence, divisions, relation to Theology and Revelation. Use of human reason in matters of faith.

Course 2. Dialects. Natural Logis (Divisions) (Dialectics Defined). Knowledge defined. Nature. Kinds. In-

tellectual Knowledge. Different Intellectual Operations. Sense and Abstract Knowledge. Simple apprehension. Judgment. Propositions. Reasoning—Syllogisms. Terms: Mental and Verbal, Univocal, Equivocal, Positive, Negative, Categorematical, Syncategorematical—other terms. Universals, their Origin, Genus. Species. Difference. Attributes and Accidents. Porphyrian Tree-Categories; their Number, Exposition and Disposition. More Specific Treatment of Propositions. Judgments and Deductions. Probable Reasoning. Fallacious Reasoning. Indirect Reasoning. Sophisms. Methods in Reasoning. Exercise in Reasoning or Circle.

Course 3. Critics. Certainty—nature and grades of, subjective and objective, immediate and mediate, natural and philosophical, absolute and hypothetical, physical and moral, free and necessary. Existence of certainty. Scepticism in its various forms. States of the mind with regard to truth. Elements that make up certainty. Means of attaining certainty. A sketch of our cognoscive powers. The outer senses and organs. The inner sense and organs. The imagination, its sensible memory. The intellect. Apprehending, judging, reasoning. The intellectual memory, consciousness, the intellect in particular, primary ideas, analytical judgments, reasoning process. Reliability of these functions. Consciousness and its reliability. Objective truth of primary ideas. Nominalists, Conceptualists and exaggerated Realists. Metaphysical certainty of immediate analytical judgments. Reliability of memory. Compelling force of syllogistic reasoning when rules of argumentation are observed. Conditional infallibility of outer and inner sense. Objective value of normal sensations. Testimony of men, conditional, authoritative. Truth of the judgments of common sense. Evidence, its nature and necessity, the last and universal test of certainty when it manifests objective truth.

Three hours a week. Winter Session. Three points.
Courses 1, 2, 3, are prescribed for Juniors.

Course 4. Ontology. Definition of Metaphysics. Difference between Metaphysics and Physics, between abstract and concrete knowledge. Divisions of Metaphysics, general and special. Ontology and what it examines. The nature of being. Meaning of the terms: transcendental, physical and logical. Term Being not a genus. The idea of Being in general not the idea of the infinite Being, because indefinite, abstract and analogical. Possible Being. Intrinsic and extrinsic possibility. When Divine knowledge of possibles. When knowledge of possibles. Internal possibility depends upon intellect and essence of God. How idea of infinite is found. Essence and existence of Being. In what way essences are eternal and immutable. How we know the essences of things. Existence. The nature of Being. The principles of identity, contradiction and the excluded middle. Transcendental attributes of Being. Unity, Truth, Goodness, Metaphysical Unity, physical, moral and accidental unity. Multiplicity. Distinction. Abstract and concrete numbers. Identity. Individuality. Real and logical distinction. Ontological truth. Metaphysical Falsity. Proper, pleasurable, useful, true, apparent Good. Leibnitz and metaphysical Evil. Physical, intellectual and moral Beauty. The categories. Substance. Views of Spinoza, Hume, Locke and Leibnitz on substance. Simple, compound, complete and incomplete substance. Personality. Personal identity. Vital, absolute, intrinsic and extrinsic accidents. Discreet, continuous, concrete and abstract quantity. Quality, its definition and species. The category of Relation. The six extrinsic accidents. Limitless, vacant space not a reality. Cause and Effect. The five causes. The principle of sufficient reason and the principles of causality are certain. The chief perfections of Being: simplicity, infinity, necessity and immutability.

Course 5. Cosmology. Special Metaphysics. The Universe: its origin. Opinions of Plato, Aristotle, Pythagoras, Spinoza, Fichte, etc. Pantheism and Agnosticism. Matter not self-existent, could not have originated but by

creation. Purpose of the world determined by the Creator, hence His extrinsic glory. The world not absolutely but relatively perfect. The laws of Nature not absolutely immutable. Miracles. Systems regarding constituent elements of matter, and the theory that there are in matter two substantial principles, that of matter and that of specific action. Extension. Impenetrability, Figure. Local motion.

Three hours. Spring Session. Three points.

Prescribed for Juniors.

Course 6. Psychology. Essence and degrees of life. Living bodies do not originate from non-living bodies. Essential difference between plants and animals. Unity a vital principle in each individual. Irrationality of the brute soul. Plants and animals intended for the use of man. Evolution of animals from plants not proven; of man from irrational animals philosophically untenable. Cognition, sensitive, rational. Dreams. Somnambulism. Difference between sensitive and intellectual knowledge. Theories of Traditionalists and Ontologists. Origin of universal ideas. Sensible and rational appetite. Spontaneous and voluntary acts. Freedom. Essence of Liberty. Will of man free not only from coercion, but also from necessary action. The human soul is a being essentially simple, spiritual and immortal, and cannot originate but by creation. Materialism.

Course 7. Natural Theology. Its definition and object. The idea of God. Atheists and Agnostics. The existence of God proven by metaphysical, physical and moral arguments. Objective value of ontological argument. The essence of God. God is infinitely perfect. His unity absolutely exclusive of other gods. His immutability. God is eternal, omnipresent, limitless. He is free in all His internal acts. God is infinitely good and omnipresent. He preserves by His active influence, and at every moment, His created beings, and every event in the world is directed by His Divine Providence.

Course 8. Moral Philosophy or Ethics. Ethics defined. Metaphysical foundation of Ethics. Division of Ethics. Teleology in general. The last end and its attainment. Different kinds of good. Different kinds of ends. Obligation to tend by intellect and will to the last end. Perfect happiness and its possible possession. The Infinite only can make man happy. Perfect happiness on earth. The essence of Morality. Essential difference between moral right and wrong. The determinants of morality. Accountability for moral acts. The basis of moral obligation. Merit and demerit. Hindrances to accountability. Ignorance, concupiscence, fear, violence. Passions. Habits. Virtues. Vices. The Cardinal Virtues. The natural law, the rule of human reason. Conscience applying moral law. Sanction of the moral law. Natural law, eternal and unchangeable. Conscience when certain must be obeyed. The eternal sanction of the moral law. Rights and duties. Duties to God. Public worship. Indifference in matters of religion unphilosophical. Duties to ourselves. Suicide. Duties toward our fellow-men. The Golden Rule. Lying. Giving scandal. Homicide. Murder. Regard for the reputation of our fellow-men. Ownership. Property. Right to increase or lay up property. Landed property. Single tax. First occupancy. Commissions and scientific Socialism. Theft. Robbery. Restitution. Modes of acquiring property. Contracts. Wages.

Society in general. Religious, domestic, civil and international society. Necessity of authority. Domestic society. Primary ends of marriage. Unity and indissolubility of marriage. Rights of domestic society not derived from civil society. Parental authority. Education. Education of children; of servants. Slavery.

Civil society, its nature, origin and end. Civil authority. The authority of the state from God. The social contract. Terms of government. The legislative, judiciary and executive forms of government. The police, the militia, the regular army and navy.

International law and the principles underlying it. Natural rights. War and its justification. The tendency of Christian civilization.

Three hours a week. Six points.

Courses 6, 7, 8, prescribed for Seniors.

Graduate Courses

Course 9. History of Philosophy. The subjects treated are: **Ancient Philosophy.** Oriental: (a) Babylon and Assyria, (b) Egypt, (c) China, (d) India, (e) Persia. **Greek and Graeco-Roman Philosophy:** (a) Pre-Socratic, (b) Socrates and the Socratic Schools, (c) Post-Aristotelian Philosophy, (d) Graeco-Oriental Philosophy. **Philosophy of the Christian Era:** 1. Patristic Philosophy; 2. Scholastic Philosophy.

Course 10. Modern Philosophy: (a) Transition Period, (b) Descartes to Kant, (c) Kant to the Present Day.

Course 11. Philosophy of History. This course deals with the ideals of civilization in their historical development as observed in institutions, science, art and religion. Lectures, readings, reports and discussions.

Course 12. Elements of Epistemology. A study of the Scholastic theory of knowledge in relation to the teachings of Descartes, Leibnitz, Locke, Berkeley, Hume, Kant and Spencer.

Two hours.

Course 13. Present Philosophical Tendencies. This course will comprise a survey of contemporary Materialism, Idealism, Pragmatism and Realism. Lectures and Reports.

Two hours.

PHYSICAL TRAINING

Course 1. Introductory. Floor work, emphasizing carriage and co-ordination of muscles. Calisthenics. Simple drills, folk dances, military tactics (under the regulations of the U. S. Army), Swedish Gymnastics, Apparatus Work, with special attention to hygienic grading and regulation in work according to individual needs and conditions. Med-

ical and physical examination required. Required for students of the Freshman year.

Course 2. Aesthetic Gymnastics. Special application of rhythm in physical training as in club swinging, dancing steps, etc. Advanced work in military tactics (U. S. Army). Required for students of the Sophomore year.

Course 3. Fencing and archery for students of the Second Class Juniors and Seniors who have done satisfactory work in Courses 1 and 2. Second semester. Elective. Also a course in methods in presenting free-hand gymnastics, games and folk dances.

Note. A course of six lectures upon personal conduct as affecting health is given by the College Physician; emphasis is placed on dress, exercise, bathing, food, work, rest, etc. All Freshmen are obliged to attend.

PHYSICS

Course 1. Elementary Physics. Mechanics, Sound, Light, Heat, Electricity and Magnetism. Lectures and recitations, two hours a week; laboratory practice, two and one-half hours a week. This course is intended for students who have not offered Physics at entrance.

Course 2. General Physics. Mechanics, Properties of Matter, Heat, Sound. Lectures, collateral reading, recitations and laboratory practice. For students who have had Elementary Physics.

Three hours per week. Two hours of laboratory work. Three points.

Course 3. General Physics. Light, Electricity and Magnetism. Lectures, collateral reading, recitations and laboratory practice. This course is of the same grade as Course 2 and presupposes Elementary Physics.

Three hours per week. Two hours of laboratory work. Three points.

Course 4. Light. Lectures, experimental demonstrations and recitations. This course discusses the phenomena

of wave propagation, double refraction, polarization and interference.

Two hours per week. Four points. Elective. Junior and Senior years.

Course 5. Theoretical Physics. Selected topics, lectures, collateral reading, recitations. For students who have had Mathematics IV.

Two hours per week. Four points. Elective. Junior and Senior years.

Graduate Courses

Course 6. Theoretical Mechanics. General principles of kinematics, statics and kinetics. Presupposes an elementary knowledge of differential and integral calculus. This course gives a broad, general treatment of the subject, adapted to the needs of the non-technical student with mathematical inclinations.

Two hours.

Course 7. Mechanics of Fluids; Advanced Course. Molecular phenomena; cohesion, surface tension, capillarity, solubility, diffusion, osmosis; kinetics of liquid masses; fluid pressure; properties of gases and atmospheric pressure.

One hour.

Course 8. The Theory of Light. This course includes a detailed exposition of the evidence of the wave theory of light, devoting special attention to the phenomena of interference, diffraction, double refraction and polarization. Spectral analysis, color, vision, and the velocity of light will also receive thorough treatment. Lectures based on Preston's "Theory of Light" with experimental demonstration.

Two hours.

Course 9. The Theory of Heat. This course treats of the nature and effects of heat; thermometry; expansion; calorimetry; change of state; transfer of heat; first law of thermodynamics; kinetic theory of gases; adiabatic trans-

formation, Carnot's Cycle and the second law; applications of Carnot's Theorem.

Two hours.

Course 10. Electricity: Advanced Course. In this course will be considered: Electrical Oscillations and waves; the experiments of Hertz; the principles of wireless telegraphy; the researches of Crookes and Röntgen; the theory of the ionization of gases; the phenomena of radio-activity.

Two hours.

Course 11. Historical Development of Physics. The work of this course consists of lectures, required readings and class-room discussions. The lectures give a presentation of some of the more important ideas and results of physics. The reading is intended to supplement the lectures and to provide additional material for general discussion.

Two hours. Four points.

Course 12. Theory of Sound. The lectures form an introduction to the theory of modes of vibration of pipes, strings and rods. The theory of music and of musical instruments is then studied.

Two hours. Four points.

SPANISH

Course 1. Elementary Spanish. Thorough training in the essentials of the grammar. Dictation, composition and conversation. Reading aloud in Spanish with careful drill in pronunciation. Interpretation of Spanish texts.

Three hours, throughout the year. Six points.

Course 2. Intermediate. Review of grammar with abundant practice in conversation and composition. Conversation based on the texts read.

Course 3. Advanced Spanish Composition and Conversation. Original compositions. Spanish syntax. Selections from Don Quixote.

Three hours a week, throughout the year. Six points.

STATISTICS

Course 1-2. Principles of Statistics. The purpose of this course is to familiarize the student with the elementary principles of statistics, as a means to scientific study and interpretation of the phenomena of economic and social life. The work will include a study of principles and methods of gathering, presenting, analyzing, and interpreting statistical data, and, in addition, the course undertakes a study of the following topics: analysis of the chief sources of information; errors and approximations; forms of averages; index numbers.

Two hours a week, throughout the year. Four points.

EXTENSION COURSES

It is the purpose of these courses to afford to teachers and to other qualified persons, unable to devote their entire time to study, an opportunity for further personal culture as well as the possibility of securing the benefits of a collegiate education.

To this end regularly scheduled courses will be repeated at the College, and at other convenient centers, on Saturdays, and in the late afternoons of certain days during the week. Extension courses given at other places merely extend the College class room beyond the College walls and carry with them the same readings, investigations, and examinations required in resident work.

The usual sequence of courses permits candidates to complete the requirements for the Freshman, Sophomore, and Junior years of college without difficulty. Of the 136 points required for graduation, at least 24 points must be completed in residence during the candidates Senior year.

Extension courses in science are given at the College only.

Announcements of courses for 1920-1921 will be available about September 1, 1920.

SUMMER SESSION

Object of the Summer Session. The courses given in the Summer Session of the College are designed primarily, for the following persons :

I. Those who wish to complete their preparation for entrance to the College of New Rochelle or some other college or professional school.

II. Candidates for admission with advanced standing in the College or students already matriculated, who wish to make up existing deficiencies.

III. Teachers in elementary schools, high schools, normal schools, private schools, colleges, or other persons who seek advanced instruction, either with or without regard to academic degrees.

IV. For those desiring to do graduate work leading to the degrees of Master of Arts and Doctor of Philosophy.

Courses given in the Summer Session of the College of New Rochelle are approved by the Department of Education of the State of New York, and by the Board of Examiners of the City of New York.

There are no formal examinations for Admission to the Summer Session.

Students are admitted to such courses as the respective instructors find them qualified to pursue with advantage.

As the Summer Session is an integral part of the College, all the resources of the institution are at the disposal of the students.

Examinations will be held in the several courses at the close of the session. On the basis of these examinations, certificates, together with the corresponding records in the office of the Registrar, will become part of the regular academic record of each student. Students who fail to present themselves for examination will receive certificates of attendance only.

Announcements of courses to be offered in the Summer Session of 1920 will be available for distribution about March 1.

STATISTICS OF ENROLLMENT

July to June Sessions

	1904 to 1905	1905 to 1906	1906 to 1907	1907 to 1908	1908 to 1909	1909 to 1910	1910 to 1911	1911 to 1912	1912 to 1913	1913 to 1914	1914 to 1915	1915 to 1916	1916 to 1917	1917 to 1918	1918 to 1919	1919 to 1920
Undergraduate																
Seniors .....	..	..	..	9	5	9	21	21	22	25	26	41	47	43	53	55
Juniors .....	..	..	9	4	10	20	22	21	24	27	42	49	38	52	57	60
Sophomores ..	..	8	14	21	21	21	23	25	32	46	57	43	51	64	63	71
Freshmen	13	8	13	22	21	28	26	33	56	57	48	60	70	73	82	104
Special Students.	2	1	4	..	..	5	9	3	..	2	..	..	2	2	3	7
Graduate Students ..	..	..	..	..	..	..	..	..	1	1	1	2	1	..	3	4
	15	17	34	49	57	83	101	103	135	158	174	195	209	234	261	301
Summer Session																
Matriculated ..	..	..	23	23	25	22	30	35	56	65	58	62	73	52	61	59
Non-Matric'l'd ..	..	..	..	..	..	..	..	5	10	15	25	26	35	12	35	41
Graduate .....	..	..	..	..	..	..	..	..	..	..	2	3	4	4	14	7
	..	..	23	23	25	22	30	40	66	80	85	91	112	68	110	107
Extension Courses																
Matriculated ..	..	..	17	40	24	26	..	..	..	..	15	..	..	..	..	143
Grand Total 15	17	17	74	112	106	131	131	143	201	238	274	286	321	302	371	551
Exclud. duplicates ..	..	..	3	4	4	5	..	..	2	1	3	3	5	5	4	25
Grand Total net 15	17	17	71	108	102	126	131	143	199	237	271	283	316	297	367	526
Degrees Conferred																
A.B. ....	..	..	..	9	5	19	20	22	29	25	35	47	49	35	40	40
B.S. (Sec'l) ..	..	..	..	..	..	..	..	..	..	..	..	..	..	8	10	10
A.M. ....	..	..	..	..	..	..	..	..	..	1	3	..	1	..	2	2
Total . . .	..	..	..	9	5	19	20	22	29	26	38	47	50	43	52	52

HONORS

Commencement. At Commencement there shall be three grades of honors:

Summa Cum Laude. On the recommendation of the Committee on Honors, the degree Summa Cum Laude shall be granted to any student who has received Grade A in courses counting at least 120 points, with the remaining grades all B.

Magna Cum Laude. On the recommendation of the Committee on Honors, the degree Magna Cum Laude shall be granted to any student who has received Grade A in courses counting at least 68 points, with the remaining grades all B.

Cum Laude. On the recommendation of the Committee on Honors, the degree Cum Laude shall be granted to any student who has received Grades A and B in courses counting at least 126 points.

Sophomore Honors. At the close of the second year there shall be three grades of honors:

Highest Sophomore honors shall be given for the Grade A in prescribed courses counting at least 55 points, with the remaining grades all B.

High Sophomore honors shall be given for the Grade A in courses counting at least 40 points, with the remaining grades all B.

Honors shall be given for the Grades A and B in prescribed courses counting at least 58 points, with the remaining grades all C.

Departmental Honors. First year honors in any department shall be awarded at the end of any year to a student of at least Sophomore standing who has taken at least 12 points of work in the department, of which 12 points at least 6 points shall be of Grade A, and none below Grade B, provided the student has done the extra work required by the department and is recommended by the department as worthy of honors.

Second year honors in any department shall be awarded to a student of at least Sophomore standing who has com-

pleted at least 18 points of work in the department, of which 18 points at least 12 points shall be of Grade A, and none below Grade B, provided the student has completed the extra work required by the department and is recommended by the department as worthy of honors.

Third year honors in any department shall be awarded at graduation to any student who has taken at least 24 points of work in the department, of which 24 points at least 18 points shall be of Grade A, and none below Grade B, provided the student has completed the extra work required by the department and is recommended by the department as worthy of honors.

The extra work required for honors shall be equivalent in amount to that accepted for one point of regular college work. In addition, the candidate for honors must pass a comprehensive examination in her chosen field.

No student shall be awarded honors whose work falls below Grade C in any course taken by her in the year of her candidacy, and in no case may more than one full-year elementary course be counted in the total necessary for honors.

With the consent of the department concerned and of the Committee on Honors part of the 12, 18, or 24 points of work required for departmental honors may be taken in an allied department.

Candidates for honors shall confer with the department concerned and announce their candidacy in writing not later than December 1 of the academic year in which they wish to take honors.

PRIZES

The following prizes are annually awarded on the recommendation of the Faculty of the College of New Rochelle:

The O'Farrell Prize. A prize of \$50, founded by the Reverend Michael C. O'Farrell, is awarded annually to a Senior, for the best philosophical thesis.

The College Prize. A prize of \$50, founded by the Administrative Body of the College of New Rochelle, is award-

ed annually to the most proficient student in Christian Apologetics.

The John Condon Prize. A prize of \$25, founded by Mr. John J. Condon, Ph.D., is awarded annually to the student of highest standing in the Science of Pedagogy.

The Estelle H. Davis Prize. A prize of \$15, founded by Mrs. Samuel Coit of New York, is awarded annually to the successful contestant in the Inter-class Speaking Contest.

The Adrian Iselin Prize. A prize of \$50, founded by Mr. Adrian Iselin of New Rochelle, is awarded annually for the best English Essay.

No student shall be eligible to compete for a prize whose work falls below Grade C in any course taken by her in the year of her candidacy.

HEALTH

The health of the students is under the care of the College physician.

A physical examination is required of each student upon entrance. On the basis of this examination advice is given as to the amount and kind of exercise best adapted to meet the needs of each student.

Students ill enough to be in bed for more than a day will be cared for in the College infirmary.

SOCIETIES

In connection with many of the departments, societies are organized under joint management of teachers and students. One of these clubs is the Alpha Alpha Society, which is confined to Juniors and Seniors. This is a philosophical society devoted to research work. Meetings are held bi-weekly, when a thesis is proposed, which is defended and objected to by members named by the Moderator.

The Dramatic Society aims to further interest in the study and production of the drama. Two plays are enacted each year, one in New York City in midwinter, and one on the College campus at the close of the College year.

The Athletic Association is open to all students. Its aim is to cultivate interest in physical education and outdoor sports.

COLLEGE TEAMS

College teams are organized and prepared to take part in inter-class tournaments. The most important of these is the Spring Meet of the Sophomore-Freshman classes. This is conducted in a fine College spirit, with much interest, and with mutual benefit. The course in athletics covers all field athletics, baseball, basketball, tennis, running, jumping, vaulting.

RIDING

The delightful situation of the College makes it possible for the student to become good horsewomen.

The course in riding consists of twenty ring lessons and fifteen road lessons. The price is inclusive of services of skilled riding masters; the use of safe, well-trained horses, saddles and riding skirts. The class will be chaperoned and the ring will be exclusively occupied during the lessons by young ladies from the College.

Saddle horses may be obtained at the College for two dollars for single rides. Better arrangements may be made for students who desire to take two or more rides a week. Students may bring their own horses and have them boarded for twenty-five dollars per month. Competent chaperones will attend all students upon their rides.

DISCIPLINE OF THE COLLEGE

The students are under the supervision of the religious, though a certain amount of freedom is allowed in order to train them to self-reliance. All Catholic students are obliged to attend Mass in the College Chapel on Sundays and no student is allowed to leave campus after 6 P. M. without special permission.

SOCIAL LIFE

Various societies (literary, scientific and musical) give variety to the College life. The students meet in the parlors for a social hour after dinner every evening. There are other social occasions in the class receptions, and more public College receptions, to which the friends of the institution are invited. This intercourse of the students is under the care of the Faculty, and it is the aim of the College to make it a means of social culture. The great social event of the year is the Junior Prom.

INDEX

Numbers Refer to Pages

- Absences, 55.
- Accounting, 62.
- Administration, officers of, 7.
- Admission, by certificate, 20; by examination, 17; requirements, 21; as special students, 22; to advanced standing, 22.
- Announcement of courses, 52.
- Apologetics, 66.
- Architecture, 78.
- Art, courses in, 78.
- Astronomy, 60.
- Athletics, 117.
- Bacteriology, 61.
- Biology, courses in, 61.
- Board and room, 14.
- Botany, 61.
- Buildings and equipment, 13.
- Business Administration, 63.
- Calendar, academic, 6.
- Chemistry, courses in, 65; entrance requirements in, 24.
- Classical Civilization, 67.
- Classification, of students, 56.
- College Entrance Examination Board, 18.
- Comprehensive examinations, 18.
- Committees, of the faculty, 11; of the trustees, 7.
- Conditions, removal of, 54; entrance, 21.
- Credit and Advancement, 55.
- Degrees, courses leading to, 52; programs of studies for, 57.
- Drawing, courses in, 80.
- Discipline, 117.
- Dismissal, 56; honorable, 22.
- Economics and Sociology, 68.
- Education, courses in, 71.
- English, courses in, 74; entrance requirements in, 26; oral, 77.
- Enrollment, summary of, 113.
- Examinations, entrance, 17; special, 54; stated, 54.
- Expenses, 14, 15.
- Extension courses, 111.
- Faculty, 8; committees of, 11.
- Fees, 14.
- Fine Arts, courses in, 78.
- French, courses in, 82; entrance requirements in, 38.
- Geology, 84.
- General regulations, 54.
- German, courses in, 85; entrance requirements in, 39.
- Graduate instruction, 59.
- Graduation, requirements for, 53.
- Greek, 88; entrance requirements in, 40.
- Health of students, 116.
- History, 89.
- Honors and Prizes, 114.
- Hygiene, 61.
- Italian, 94.
- Instruction, courses of, 60.
- Latin, courses in, 94; entrance requirements in, 43.
- Letters, Bachelor of, 53.
- Law, commercial, 63.
- Location, of College, 12.
- Logic, 102.
- Mathematics, courses in, 96; entrance requirements in, 45.
- Music, courses in, 99; fees for, 14.
- Master of Arts, 59.
- Oral English, 77.
- Philosophy, 102.
- Physical Education, 107.
- Physics, courses in, 108; entrance requirements in, 49.
- Physiography, 84.
- Physiology, 61.
- Program of studies, for Arts course, 57; for Philosophy course, 57; for Letters, 57; for Music course, 58; for Secretarial course, 58.
- Regents' examinations, 19.
- Religion, 66.
- Regulations, general, 54.
- Rooms, rent of, 14.
- Scholarships, 15.
- Secretarial course, 53; program for, 58.
- Shorthand, 64.
- Social life, 118.
- Sociology, 68.
- Spanish, 110.
- Special students, 22.
- Statistics, 111.
- Summer Session, 112.
- Trustees, board of, 7.
- Tuition, 14.
- Typewriting, 65.

THE LIBRARY OF THE

FEB 20 1928

UNIVERSITY OF ILLINOIS



LIBRARY
UNIVERSITY OF MICHIGAN
ANN ARBOR MI 48106-1000